

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

I D E A

PROGRAM-FUNDED ACTIVITIES

FISCAL YEAR 1998



**OFFICE OF SPECIAL EDUCATION PROGRAMS
OFFICE OF SPECIAL EDUCATION AND REHABILITATIVE SERVICES
U.S. DEPARTMENT OF EDUCATION
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INTRODUCTION

The purpose of this document is to provide a description of program activities funded during fiscal year 1998 under the Individuals with Disabilities Education Act (IDEA), and administered by the Office of Special Education Programs (OSEP). These include three formula grant programs, totaling over \$4.5 billion, which provide funds to States to improve services for children and youth with disabilities. The remaining activities are funded under discretionary grant programs that provide grants on a competitive basis to universities, State and local educational agencies, and other private and public profit and non-profit organizations, to conduct research, training, technical assistance, and evaluation aimed at supporting the implementation of IDEA. These discretionary programs totaled \$278 million in fiscal year 1998, and are the main focus of this document.

Because of the large number of discretionary grants supported each year under these programs (more than 1,200 in 1998), it is not possible to describe each project in this document. However, because grant awards are typically made under a few priority areas, on a competitive basis, it is possible to present information on each of these priorities that is representative of the broad range of projects. For each competition that resulted in multiple awards, only a few projects are described for illustrative purposes.

Please note that projects are listed under more than one Catalog of Federal Domestic Assistance (CFDA) number due to the changes that resulted from the IDEA reauthorization of 1997. New awards are listed within a 300 series, and continuation awards are listed under their original CFDA numbers.

To obtain more information about these or additional projects under any of these programs, you may write to the:

Office of Special Education Programs
330 C Street, S.W.
Washington DC, 20202

An electronic copy of this document can be obtained by accessing the OSEP web site at:

<http://www.ed.gov/offices/OSERS/OSEP>

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State Grant Program for Children with Disabilities

IDEA, Part B; CFDA 84.027

FY 1998 Appropriation: \$3,807,700,000

The Grants to States program provides formula grants to assist the 50 States, the District of Columbia, Puerto Rico, the Secretary of the Interior, and Outlying Areas in meeting the excess costs of providing special education and related services to children with disabilities. In order to be eligible for full funding, States must serve all children with disabilities ages three through 21 years, except that they are not required to serve children ages 18 through 21 years if services are inconsistent with State law or practice or the order of any court. Funds are distributed based on the number of children with disabilities to whom the States provide a free appropriate public education (FAPE) until the appropriation for Grants to States exceeds a trigger amount of \$4.925 billion. At that time, the allocation for each State would be based on a variety of factors. First, each State would be allocated an amount equal to the amount that it received in the prior year. Eighty-five percent of the remaining funds would be allocated based on the number of children in the general population age range for which the State guarantees FAPE to children with disabilities. Fifteen percent of the remaining funds would be allocated based on the number of children living in poverty in the age range for which the State guarantees FAPE to children with disabilities. The law also provides several maximum and minimum allocation requirements once the trigger level is exceeded.

Funds are provided on a forward-funded basis. The 1998 appropriation became available on July 1, 1998 and will remain available for obligation until September 30, 1999. School districts will use the funds primarily for the 1998-1999 school year.

Most funds provided to States must be passed on to local educational agencies. However, a portion of the funds may be used for State-level activities such as administration, monitoring, mediation, direct and support services, developing plans for the State Improvement Program, and helping local educational agencies address personnel shortages. The maximum amount of funds that can be retained by a State for State-level activities is an amount equal to 25 percent of the amount it received for fiscal year 1997 under the Grants to States program adjusted upward each year by the lesser of the rate of increase in the States allocation or the rate of inflation. The amount used for administration is limited to the greater of 20 percent of the amount available to a State for State-level activities or \$500,000, as adjusted for inflation from fiscal year 1998.

Funds that are not used for State level activities must be passed through to local educational agencies either by formula or as special subgrants for capacity building and improvement. Until the trigger level is reached, sub-State formula allocations must be based on the number of children with disabilities that local educational agencies serve. After the trigger is reached, sub-State formula allocations must be made in a fashion similar to that used to allocate funds among the States. A state must provide its local educational agencies with special subgrants for capacity building in any year in which the percentage increase in a State's allocation exceeds the rate of inflation and the amount of required funding for these grants in the State equals or exceeds \$100,000. Competitive grants not to exceed \$7.243 million must also be made to the Outlying Areas of the Pacific Basin and Freely Associated States through fiscal year 2001.

Preschool Grants Program

IDEA, Part B; CFDA 84.173

FY 1998 Appropriation: \$373,985,000

The Preschool Grants program provides formula grants to States, the District of Columbia, and Puerto Rico to make available special education and related services for children with disabilities in the 3-through-5-year-old age range. In order to be eligible for these grants, States must serve all children with disabilities aged three through five have an approved State plan under Part B of the Individuals with Disabilities Education Act (IDEA), and an approved application. A State that does not make a free appropriate public education (FAPE) available to all children with disabilities aged three through five cannot receive funds under this program or funds attributable to this age range under the Grants to States program. In addition, the State would not be eligible for grants under IDEA National Activities for activities pertaining solely to children aged three through five. Currently, all states are making FAPE available to all children aged three through five with disabilities.

At their discretion, States may include preschool-aged children who are experiencing developmental delays, as defined by the State and as measured by appropriate diagnostic instruments and procedures, who need special education and related services. States, at their discretion, and local educational agencies, if consistent with State policy, may also use funds received under this program to provide FAPE to 2-year-old with disabilities who will turn three during the school year.

The Individuals with Disabilities Education Act Amendments of 1997 substantially revised the formula for allocating funds under this program, changing it from a child count driven formula to one based on general population and poverty. Under the new formula, each State is first allocated an amount equal to the amount it received in fiscal year 1997. For any year in which the appropriation is greater than the prior year level, 85 percent of the remaining funds are distributed based on the State's relative percentage of the total number of children aged three through five in the general population. The other 15 percent is distributed based on the relative percentage of children aged three through five in each state who are living in poverty. The Amendments also provide several floors and ceilings regarding the amount a State can receive in any year. As a base, no State can receive less than it received in the prior year. In addition, every State must receive an increase equal to the higher of: (1) the percent the appropriation grew above the prior year, minus 1.5 percent; or, (2) 90 percent of the percentage increase from the prior year. A new minimum allocation of 1/3 of 1 percent of the increase in the total appropriation over the preceding year was also established. The new provisions place a ceiling on how much the allocation to a State may increase, in that no State may be allocated an increase above the prior year greater than the percent of growth in the appropriation from the prior year plus 1.5 percent. These provisions were added to ensure that every State receives a part of any increase and that there is no radical shift in resources among the States. The formula changes went into effect with the fiscal year 1998 appropriation, which became available on July 1, 1998.

States must distribute the bulk of their grant awards to local educational agencies. They may retain funds for State-level activities up to an amount equal to 25 percent of the amount they received for fiscal year 1997 under the Preschool Grants program, adjusted upward each year by the lesser of the rate of increase in the State's allocation or the rate of inflation. The amount that may be used for administration is limited to 20 percent of the amount available to a State for State-level activities. State-level activities include: (1) support services, including establishing and implementing a mediation process, which may benefit children with disabilities aged three through five; (2) direct services for children eligible under this program; (3) development of a State improvement plan; (4) activities to meet the performance goals established by the State and to support implementation of the State improvement plan; or (5) supplements to other funds used to develop and implement a statewide coordinated services system, including children with disabilities and

their families, but not to exceed 1 percent of the amount received by the State under this program for a fiscal year.

Funds for this program are provided on a forward-funded basis.

Infants and Toddlers with Disabilities Program

IDEA, Part C; CFDA 84.181

FY 1998 Appropriation: \$350,000,000

This formula grant program assists States in implementing statewide systems of coordinated, comprehensive, multidisciplinary, interagency programs to make available early intervention services to all children with disabilities, aged birth through two, and their families. Under the program, States are responsible for ensuring that services are made available to all birth-through-2-year-olds with disabilities, including Indian children and their families residing on reservations geographically located in the State. Infants and toddlers with disabilities are defined as children who: 1) are experiencing developmental delays, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: cognitive development, physical development, communication development, social or emotional development, or adaptive development; or 2) have a diagnosed physical or mental condition which has a high probability of resulting in developmental delay. Within statutory limits, "developmental delay" has the meaning given the term by each State. In addition, States have the discretion to provide services to infants and toddlers who are at risk of having substantial developmental delays if appropriate early intervention services are not provided.

Funds allocated under the program can be used: 1) to maintain and implement the statewide system described above; 2) to fund direct early intervention services for infants and toddlers with disabilities that are not otherwise provided by other public or private sources; 3) to expand and improve services that are otherwise available; 4) to provide a free appropriate public education, in accordance with Part B of the Individuals with Disabilities Education Act (IDEA), to children with disabilities from their third birthday to the beginning of the following school year and 5) to initiate, expand, or improve collaborative efforts related to identifying, evaluating, referring, and following-up on at-risk infants and toddlers in States that do not provide direct services for these children. To be eligible for a grant, a State must have in effect a policy that appropriate early intervention services are available to all infants and toddlers with disabilities in the State and their families, including Indian infants and toddlers with disabilities and their families residing on a reservation geographically located in the State. The statewide system must also comply with 16 statutory requirements, including having a lead agency designated with the responsibility for the coordination and administration of funds and a State Interagency Coordinating Council to advise and assist the lead agency.

Allocations are based on the number of children in the general population aged birth through two years. No State can receive less than 0.5 percent of the funds available to all States or \$500,000, whichever is greater. The Outlying Areas may receive up to 1 percent of the funds appropriated. The Secretary of the Interior (Interior) receives 1.25 percent of the amount available to States. Interior must pass through all the funds it receives to Indian tribes, tribal organizations, or consortia for the coordination of early intervention services for reservations with Interior schools. Tribes and tribal organizations can use the funds they receive to provide (1) help to States in identifying Indian infants and toddlers with disabilities, (2) parent training, and (3) early intervention services.

The Individuals with Disabilities Education Act Amendments of 1997 redesignated the Grants for Infants and Families program as Part C of the Act and amended the authority to increase the program's emphasis on providing services in natural environments; clarify that paraprofessionals who are appropriately trained and supervised may assist in the provision of early intervention services; require States to offer mediation, consistent with the mediation provision that applies to the Grants to States program; and expand the transition provision to include preschool or other appropriate services. The uses of funds were expanded, for States that do not elect to provide services for at-risk infants and toddlers, to allow these States to initiate, expand or improve collaborative efforts related to at-risk children for the purposes of identification, evaluation, referral, and follow-up. The Amendments also expanded the role of the Federal Interagency

Coordinating Council to advise and assist the Secretaries of Health and Human Services, Defense, Interior, and Agriculture and the Commissioner of Social Security, in addition to the Secretary of Education, in their responsibilities related to serving children from birth through age five who are eligible for services under Parts B and C of IDEA. These amendments became effective on July 1, 1998.

Funds for this program are provided on a forward-funded basis.

Studies and Evaluations

FY 1998 Appropriation: \$6,700,000

Purpose:

This program authorizes studies to evaluate the impact of the Individuals with Disabilities Education Act (IDEA), including efforts to provide a free appropriate public education to children and youth with disabilities, and early intervention services to infants and toddlers with disabilities. Specific studies may focus on an analysis of State and local needs for professional development, parent training, and other activities that can reduce the need for disciplinary actions; longitudinal measurement of the educational and transitional results of children with disabilities and those from minority backgrounds; and/or the reporting of the placement status of children with disabilities by disability category.

Program Activities:

National Research Council Study on Disproportionate Representation

(84.324A; \$600,000; 1 new grant).

The National Academy of Sciences National Research Council, Washington, D.C. will conduct a comprehensive two-year study of the disproportionate number of students from minority backgrounds in special education programs. Congress in the Labor, Health and Human Services, and Education Committee Conference report for fiscal year 1998 called for this study. Building on the 1982 NRC report, *Placing Children In Special Education: A Strategy For Equity*, a committee will be formed composed of approximately 10 experts in such fields as psychology, child development, cognitive science, sociology, anthropology, education, measurement, law, and statistics to examine developments in law and practice over the past two decades. It will conduct a comprehensive synthesis of the literature, examine the available data, and explore the current policy context with regard to special education placements. In the course of the work, the committee will provide opportunities for interested groups to convey their views and pertinent information.

Center for Policy Research on the Impact of General and Special Education Reform

(84.023H; \$500,000; 1 continuation cooperative agreement).

The purpose of this center, operated by the *National Association of State Boards of Education, Alexandria, VA*, is to investigate and analyze critical issues in current general and special education policies, their interactions, and their impact on students with disabilities, with a focus on discerning policy options for stakeholders at the Federal, State and local levels. The center uses primarily qualitative research methodologies, including systematic policy review and case study design. The center will deliver: (a) a report on the interaction of general and special education reform efforts; (b) in-depth case studies on how State-level special and general education reform policies interact with and impact on local school districts and students with disabilities; and case studies of school districts engaging in reform of both general and special education (e.g., "inclusive" schools), including their interactions with State-level education policies.

State and Local Education Efforts to Implement the Transition Requirements in IDEA

(84.159D; \$184,000; 1 continuation cooperative agreement).

The purpose of this project, located at the *University of Vermont and State Agricultural College, Burlington, VT*, is to conduct a study that describes Federal, State, and local implementation, including policies, procedures, and practices associated with transition services mandated by IDEA; identifies barriers to effective implementation; and evaluates the impact of transition services on student outcomes. The project will provide information on the nature and extent of State and local implementation of the expanded

transition requirements of IDEA; student participation and the impact these services have on student outcomes; the extent to which other agencies are involved in the transition process; and the degree to which transition services access and use information and services available from a variety of Federal programs.

Longitudinal Study of the Impact of Early Intervention Services on Infants and Toddlers with Disabilities

(84.159E; \$1,999,112; 1 continuation cooperative agreement).

The purpose of this project is to design and conduct a five-year longitudinal study of infants and toddlers and their families served under Part C of IDEA (Part C of the reauthorized IDEA). The priority responds to the critical need for information on the immediate and long-term effects of this program on children, families, and service providers. The project, being carried out by *SRI International, Menlo Park, CA*, is conducting analyses that: compare and evaluate different patterns of child development related to long term outcomes for children and their families; assess the effects of socioeconomic, demographic and health-related variables on long-term developmental and behavioral characteristics of children; isolate and explain the long-term effects of intervention on children and their families; incorporate factors related to medical variables, personal functioning variables, and the interaction of the environment with these variables that could result in a disadvantage limiting or preventing the fulfillment of an age-appropriate role; incorporate family variables; and provide information on services, service providers, and the appropriateness of particular service settings.

Testing the Use of an Instrument to Measure Student Progress

(84.159H; \$299,808; 1 continuation cooperative agreement).

The *American Institutes for Research, Washington, DC* has three primary objectives for this project: (a) refining and validating the Performance Assessment for Self-Sufficiency (PASS) expert system decision rules; (b) investigating the use of PASS for local and State transition planning; and (c) investigating the use of PASS as an alternative assessment for students with moderate to severe disabilities.

National Longitudinal Study of Youth -- Bureau of Labor Statistics

(\$100,000; one continuing contract with the *Bureau of Labor Statistics*).

OSEP is contributing to the *National Longitudinal Study of Youth* that will follow high school students for 15 years. OSEP funds will pay for an oversampling of students with disabilities to obtain valid and reliable national estimates and data on the secondary and post-secondary experiences of these youth.

Early Childhood Longitudinal Studies: Kindergarten Cohort and Birth Cohort

Kindergarten Cohort (\$300,000) and Birth Cohort (\$100,000).

The interagency contributions to the *National Center for Education Statistics (NCES)* are used to support the development and adaptation of instruments to address issues related to preschool children with disabilities who are included in the study sample of the *Early Childhood Longitudinal Study: Kindergarten Cohort (ECLS-K)* begun in 1996. The study provides a number of performance measures related to services provided to young children. The study also measures the extent to which children with disabilities are served in inclusive settings and whether an appropriate array of services and supports is available and implemented. The *Early Childhood Longitudinal Study: Birth Cohort 2000 (ECLK-B)* is designed to provide decision makers, researchers, child care providers, teachers, and parents with detailed information about the early life experiences of children. The interagency contributions for this study support the development and refinement of assessment and survey instruments for the inclusion of infants and toddlers with disabilities and their

families. The study will provide information about early identification of disabilities, patterns of service and supports, and information on the early experiences of infants and toddlers with disabilities and their families.

Strategic and Technical Support for OSEP Activities

(\$2,800,404; one continuation contract).

The purpose of this contract with *American Institutes of Research, Washington, DC* and *Research Triangle Institute, Research Triangle Park, NC* is to improve the impact of research and innovation on professional practice and services to individuals with disabilities. The contractors provide the Office of Special Education Programs with technical support, such as program planning and evaluation, synthesizing the professional knowledge base, and providing access to and support for the use of this knowledge base from research.

Research and Innovation

FY 1998 Appropriation: \$64,508,000

Purpose:

This program supports research and demonstration activities to promote (a) the production of new knowledge; (b) the integration of research to practice including activities that support State systemic-change and local capacity-building efforts; and (c) the use of knowledge to improve services provided under the Act which achieve desirable early intervention, educational, and transitional results for children with disabilities. In carrying out these activities, OSEP seeks an appropriate balance among priorities that focus on knowledge production, integration of research and practice, and use of professional knowledge, in addition to addressing all age ranges (i.e., infants, toddlers, children and youth with disabilities).

Program Activities:

Early Education/Intervention

Early Childhood Development Project for the Mississippi Delta Region

(84.324E; \$600,000; 1 new grant).

The Early Childhood Development Project for the Mississippi Delta Region is being conducted by the National *Easter Seal Society, Washington, D.C.* in order to strengthen linkages among rural systems of child care, health care, and social service, and enhance the skills of educational professionals serving children with disabilities. To better assist infants and children with disabilities with unmet needs, the project will develop, implement, evaluate, and refine outcome-oriented strategies that effectively use a mobile, multi-disciplinary team approach to build service capacity in rural communities. Children with disabilities from minority backgrounds represent the majority of children expected to benefit under this project.

Educational Interventions for Autistic Children

(84.324F; \$500,000; 1 new grant).

The National Research Council, *National Academy of Sciences (NAS)* will establish a steering committee of national experts to frame issues, plan and carry out workshops, commission papers, and produce a report of its findings and conclusions. The primary focus of the project will be early intervention, preschool, and school programs for children with autism from birth through age eight.

Model Demonstration Projects

(84.324M; \$5,219,905; 34 new grants and 84.024B; \$4,752,045; 33 continuation grants).

The priority supports model demonstration projects that develop, implement, evaluate, and disseminate new or improved approaches for providing early intervention, special education and related services to infants, toddlers, and children with disabilities, ages birth through 21. The grants were awarded in 8 specific focus areas and 1 general area. The following project descriptions are provided as examples of the awards made in each area. In the first focus area, Early Childhood, the project at the *University of North Carolina at Chapel Hill* builds on a growing body of research documenting the efficacy of involving parents and other family members in all aspects of planning, delivering, and evaluating early education and intervention services. In focus area 2, LD-Reading, the *University of Pittsburgh, Pittsburgh, PA* will provide layers of intervention to children with learning disabilities and other disabilities that interfere with reading acquisition during the primary years. In the area of Deaf-Blindness, focus 3, the *Oregon Health Sciences University, Portland, OR* will build on existing research and demonstration efforts to develop a family driven approach to assessment, intervention, and transition that will empower families to recognize the competencies of their

own children and to structure naturally occurring home-based and community-based activities to promote skill development on the part of their children who are deaf-blind. In focus area 4, Emotional Disturbance, the project at the **University of Nebraska, Lincoln, NE** will be a school-based, family-centered interagency-services approach to early intervention for young children with or at risk of emotional disorders that emphasizes effective collaboration. This collaboration will be implemented at the school level through teacher assistance teams, service coordinators, interagency family planning teams, and unified service plans. In focus area 5, Secondary Schools, the **University of Minnesota, Minneapolis, MN** intends to demonstrate the effectiveness of a model based on an outcome-oriented framework with an innovative planning component. The planning component includes a customized case management system with an electronic version of an Individualized Education Program (IEP) which offers an efficient way to support students as they lead their IEP process, to show students the relevance of school to their goals and post-school outcomes, to demonstrate that students can achieve their goals and obtain high standards through access to the general education curriculum, and to facilitate collaboration among general and special educators in the planning and implementation of student-led IEPs. In focus area 6, Post-Secondary, **Children's Hospital, Boston, MA** will directly link with school-to-work partnerships in each of the demonstration sites proposed, utilize promising practices from the field, and employ peer mentoring and student-initiated learning to build a learning community intended to work with and complement the range of choices that colleges offer. Within focus area 7, Child Find, the **University of Vermont and State Agricultural College, Burlington, VT** proposes to increase the number of infants and toddlers who are identified and linked to appropriate services; design, implement, evaluate, and disseminate training materials for pediatricians relative to child find and referral for services, and early interventionists to assume the roles and responsibilities of the liaison developed during the field testing and replication stages of the model; and build the capacity of the state to establish and institutionalize a statewide partnership developed by the grant among pediatricians, family practitioners, and early interventionists in regard to the implementation of quality child find activities. In focus area 8, Inclusion, the **University of Utah, Salt Lake City, UT** will develop and validate a building-level planning model for establishing and expanding inclusive educational opportunities which is designed to empower parents and professionals to restructure existing staff and fiscal resources to serve students with severe disabilities in general education classes. In the general area (9), the **University of New Hampshire, Durham, NH** will design a project to provide the field with a measurable and replicable model to effectively educate students with autism in typical educational environments, using practices consistent with the unique needs of these students.

Outreach Projects for Children with Disabilities

(84.324R; \$3,260,664; 22 new grants).

The outreach priority supports projects that assist educational and other agencies in implementing proven models, components of models, and other exemplary practices to improve services for infants, toddlers, children with disabilities, and individuals with disabilities transitioned into postsecondary settings. The models, components of models, or exemplary practices selected for outreach may include models developed for pre-service and in-service personnel preparation. The **University of South Florida, Tampa, FL** will build the capacity of a school reform project that is already being implemented in numerous schools that have large percentages of underachieving students who are at risk of academic and social failure and special education placements to extend it from the school-based level to the large-district level, where the project will focus on student outcomes and evaluations and on replicating and disseminating information about its components. The purpose of the project at **Western Michigan University, Kalamazoo, MI** is to improve the oral and written language skills of students with disabilities in grades 1 through 3 by engaging general and special education teachers in professional development activities, promoting the meaningful inclusion of students with disabilities in the general education curriculum, and implementing computer-supported writing process instruction as a context for language development. The **University of Washington, Seattle, WA** will apply its

proven model of outreach to six remote rural communities in Washington, Wyoming, Alaska, Montana, and Idaho by expanding the availability of specialty consultation for children birth to 21 years with medical conditions affecting educational progress. Project staff will use the existing WWAMI Rural Telemedicine network for early identification and ongoing consultation via interactive video conferencing (IVTC) to local education agencies.

Research Institute to Accelerate Learning for Children with Disabilities with Curricular and Instructional Interventions in Kindergarten through Grade Three

(84.324V; \$1,400,000; 1 new cooperative agreement).

The priority for this award establishes a research institute to study curricula and classroom-based interventions in kindergarten through grade three that accelerate subject matter learning for children with disabilities and promotes sustained use of these interventions by practitioners. The Center to Accelerate Student Learning at ***Vanderbilt University, Nashville, TN*** will co-construct, with teachers, effective multi-component instructional interventions in reading, writing, and math, identify the critical classroom setting features required for implementing innovative multi component practices, develop a conceptual model that integrates a comprehensive instructional framework with classroom context necessary to support its implementation, and provide practitioners with logistical guidance, self assessment tools, manuals, and videos for effecting that classroom context and implementing those comprehensive instructional practices.

Outreach Projects for Young Children with Disabilities

(84.024D; \$4,923,983; 34 continuation grants).

The purpose of these outreach projects is to assist educational and other agencies in implementing proven models, components of models, and other exemplary practices; and to improve services to children with disabilities ages birth through eight, including minority children and children with limited English proficiency.

Projects are required to coordinate dissemination and replication activities with the lead agency for the Infants and Toddlers with Disabilities Program (Part C of IDEA) or the State Educational Agency for Special Education. Additionally, projects must involve families in their activities and ensure interagency coordination when multiple agencies are involved. The following are some examples of projects funded under this program. The ***University of Mississippi, Hattiesburg, MS*** is training local interventionists to work as team members and consultants in natural settings in order to ensure that the least restrictive service options will be available to families for their children. Willowood Center, an established fully inclusive intervention program for infants, toddlers, and preschoolers located in an Enterprise community in Jackson, Mississippi, will serve as the training and demonstration site throughout the project. The Expressive Arts (EA) model used in the program at ***Western Illinois University, Macomb, IL*** demonstrates naturalistic intervention methods in a developmentally appropriate, activity-based expressive arts curriculum for children aged three to eight years old who have mild to severe disabilities. The purpose of the project at the ***University of South Florida, Tampa, FL*** is to assist educational and other agencies to implement components of the Individualized Support Project, which was a model demonstration program developed to provide comprehensive and effective support for young children with autism and their families. The model provides for the development of communication, social inclusion, and family support needs within natural contexts and has been in operation for more than three years.

Early Childhood Research Institute on Inclusion

(84.024K; \$1,025,000 which includes a \$75,000 contribution from the Office of Educational Research and Improvement [OERI]; 1 continuation cooperative agreement).

The University of North Carolina, Chapel Hill, NC is carrying out a five-year program of research to study comprehensively the inclusion of preschool children with disabilities in settings with typically developing children. The goals of this project are to identify what facilitates and presents barriers to inclusion and to develop, test and disseminate strategies for supporting the participation of young children with disabilities and their families in preschool classrooms and the community. In addition to the University of North Carolina, researchers at San Francisco State University, the University of Maryland, the University of Washington, and Vanderbilt University are involved in project activities.

Early Childhood Follow-Through Research Institute

(84.024Q; forward funded for 2 years in FY 97; 1 continuation cooperative agreement).

The purpose of the institute at the *University of North Carolina, Chapel Hill, NC* is to develop, evaluate, and disseminate information and strategies and procedures that will move some of the successful practices of early intervention and preschool programs into the early elementary grades. These successful practices include a family-friendly and family-focused approach to planning and providing special education and related services; extensive parent involvement in service planning and delivery; integrated and coordinated delivery of services when multiple services are necessary; multi-disciplinary input into service planning and delivery; developmentally appropriate services delivered in ungraded/mixed-age and mixed-ability group settings; and a preventative orientation to service planning and delivery. To meet these goals, the Research Institute is conducting the following activities: (1) identifying barriers to establishing these successful practices for children and families as children with disabilities make the transition from preschool programs and move through the primary grades; (2) developing and testing strategies and procedures that are designed to overcome these barriers, such as strategies parents can use to maintain their involvement once their child reaches school age; and (3) determining effective ways to disseminate the findings and products of the Institute so that the most effective practices can be adopted by school systems.

Early Childhood Research Institute on Culturally and Linguistically Appropriate Services

(84.024S; \$966,846; 1 continuation cooperative agreement).

The institute at the *University of Illinois, Champaign, IL* is focusing on creating a resource bank of validated, culturally and linguistically appropriate materials and documented strategies (including child find and child instructional materials, personnel training manuals, family services materials) that can be used by service providers to work effectively with infants, toddlers, and preschool age children with disabilities and their families who have special needs because of their cultural or linguistic backgrounds.

Early Childhood Research Institute on Increasing Learning Opportunities for Children through Families (84.024S; \$848,657; 1 continuation cooperative agreement).

The project at the *Orlena Hawks Puckett Institute, Morganton, NC*, will identify, develop and evaluate culturally and linguistically sensitive strategies that enhance planned learning activities implemented by parents and other care-givers in structured and unstructured settings for infants, toddlers, and preschool age children with disabilities. The goal of these strategies is to prepare these children to enter school ready to learn. The institute will conduct a series of investigations to determine the effects and costs of various strategies that are developed in each of the following areas of child development: cognitive development, communication development, physical development, and social and emotional development.

Early Childhood Research Institute on Program Performance Measures
(84.024S; \$910,605; 1 continuation cooperative agreement).

The purpose of the institute at the *University of Minnesota, Minneapolis, MN* is to develop, evaluate, and disseminate a program performance measurement system for early intervention, preschool, and primary-grade programs serving children with disabilities (birth through eight years) and their families. The performance measurement system consists of child and family outcomes for different child ages within the early childhood age range, as well as indicators and sources of data corresponding to each outcome. These child and family outcomes, indicators, and sources of data must be useful for tracking the progress of a broad range of children and families with different disabilities and characteristics and for measuring the impact and effectiveness of early childhood programs.

Secondary Transition/Postsecondary Education

Model Demonstration Projects to Improve the Delivery and Outcomes of Postsecondary Education for Individuals with Disabilities

(84.078C; \$3,342,845; 26 continuation grants).

This priority supports model demonstration projects that develop, implement, and disseminate new or improved approaches for serving the needs of students with disabilities in postsecondary settings. Projects supported under this priority are expected to be major contributors of models or components of models for service providers in the field and for outreach projects funded under the Individuals with Disabilities Education Act. Some examples of the work being done in these projects follows. Project ACCESS (Alliance of Cooperating Colleges and Employers for Student Success) at *Springfield Community College, Springfield, MA* is developing a regional demonstration model combining awareness within academic institutions and by employers to focus on job placement of disabled students from all postsecondary institutions in a metropolitan area of 500,000 people. The project at the *Washington Research Institute, Seattle, WA* provides direct technology enhanced collaborative linkages among 18 postsecondary disability coordinators, high school students with disabilities, and their transition planning teams. This collaboration combines the resources and expertise of postsecondary disability service offices, secondary transition teams, and the Division of Vocational Rehabilitation. At the *University of Minnesota*, students with disabilities will be recruited to enroll in service-learning courses and will be offered advice on workplace accommodations, the Americans with Disabilities Act, and disclosure options. They may choose to become a trainer as their in-service option. Student trainers will assist project staff in providing training and technical assistance for faculty who have service-learning components in their classes and for public and nonprofit employers that serve as service-learning sites.

State Systems for Transition Services for Youth with Disabilities

(84.158A; \$7,895,861; 16 continuation cooperative agreements).

This program supports one-time, 5-year cooperative agreements for joint applications from the State educational agency and the vocational rehabilitation agency, or with one other State agency that provides transition services, if the vocational rehabilitation agency does not participate. These projects are designed to develop, implement, and improve transition services for youth with disabilities from ages 14 through the age they exit school. The purpose of these projects is to: (1) increase the availability, access, and quality of transition services; (2) improve the ability of professionals, parents, and advocates to assist youth in transition; (3) improve coordination and collaboration among service providers; and (4) create an incentive for accessing and using the expertise and resources of programs and projects which have developed successful transition services for youth with disabilities.

Research Institute on Secondary Education Services for Children and Youth with Disabilities

(84.158J; \$700,000; 1 continuation cooperative agreement).

The purpose of this research institute, located at the *University of Wisconsin in Madison*, is to conduct a program of research to study a variety of strategies that improve educational results for students with disabilities in secondary education settings (including urban, rural, and suburban community settings), and that promote the successful transition of these students to postsecondary settings. The Institute conducts five programs of research: (1) student access and learning support strategies; (2) integrated and contextualized learning and assessment; (3) transition services; (4) employment and postsecondary outcomes; and (5) standards for instructional and transition plans.

Outreach Projects for Services for Youth with Disabilities

(84.158Q; \$2,342,861; 18 continuation grants).

These projects assist education and other agencies in implementing proven models, components of models, or other exemplary practices to improve secondary education and transition services for youth with disabilities in areas such as continuing education, self-determination, vocational education and training, supported competitive employment, leisure and recreation, and independent living. Model implementation is accomplished through training of staff, technical assistance, information sharing and on-site observation of model programs. As an example of the projects funded, *Vanderbilt University, Nashville, TN* will coordinate activities with ongoing high-school peer tutoring programs and relevant services, matching students with severe disabilities with Peer Buddies to support their participation in daily school and community activities. Another example is the *Bureau of Indian Affairs, Fort Defiance, AZ* which intends to provide more efficient mental health support for Navajo children on the reservation, and is expected to reduce the high rate of inappropriate special education placements. Successful implementation of this project is expected to assist the people of the Navajo reservation community by assuring that their children can receive mental health services at community schools rather than off-reservation. Still another project at the *Grant Wood Area Education Agency, Cedar Rapids, IA* is a partnership between educational entities and students with disabilities and their families to implement a high school high-tech (HSHT) program that has been demonstrated to be effective in expanding employment and postsecondary education opportunities for students with disabilities. The project will form a steering committee of key stakeholders for project oversight and assistance in institutionalizing HSHT beyond the federal funding period and it will obtain commitments from three to six high-tech businesses in the local area for this purpose.

Model Demonstration Projects to Improve the Delivery and Outcomes of Secondary Education Services for Students with Disabilities

(84.158V; \$2,927,325; 21 continuation grants).

The purpose of this priority is to support projects that develop, implement, evaluate, and disseminate new or improved approaches for serving the needs of students with disabilities in secondary school settings. Projects must coordinate their activities with State and local partnerships developed under the School-To-Work Opportunity Act to prepare all students for high-skill, high-wage jobs in further education and training. Projects supported under this priority are expected to be major contributors of models or components of models for secondary school services providers. Some of the areas addressed by these projects include student retention; career education; vocational assessment; assistive technology, student-directed transition planning, worksite accommodations, and community-based mentorships. Some examples of programs in progress are as follows. The *University of Alaska, Anchorage, AK* has as its purpose the development of an innovative model, the Video Futures Unit, to use video exploration and self-modeling to address course success and transition issues. *TRANSCEN, INC., Rockville, MD* in its Baltimore Work-Based Learning

2000 project plans to ensure that students with disabilities, through participation in generic vocational, career education, and school-to-work activities, successfully transition from secondary education into meaningful employment or further education and training. The project will be implemented in two Baltimore City public schools and disseminated to other school districts in Maryland. The purpose of the program at *Utah State University, Logan, UT* is to produce a consumer-driven job choice and career education program. The project will develop, evaluate, and disseminate a program that provides a realistic representation of various jobs using CD-ROM to a target population of youth with severe disabilities.

Specific Disabling Conditions and Severe Disabilities

Model Demonstration Projects for Children who are Deaf-blind

(84.025D; \$697,255; 5 continuation grants).

This priority continues to support projects that develop, improve, or demonstrate new or existing methods, approaches, or techniques for serving students with deaf-blindness. As an example of the projects funded, *Saint Luke's University Hospital Center, New York, NY* plans to develop and validate a psychoeducational assessment model designed to enhance the ability of evaluators to make decisions about appropriate approaches, procedures, and tools to conduct psychoeducational assessments of children and adolescents who are deaf-blind and directly relate assessment results to critical educational needs, goals, and interventions. The project at *Washington State University, Pullman, WA* will demonstrate how teachers may target communicative and cognitive opportunities across the spectrum of daily classroom activities and thus increase independent behavior among their students with deaf-blindness.

Regional Programs for Children and Youth with Deafness

(84.078A; \$4,000,000; 4 continuation grants).

These Centers provide specially designed or modified programs of support services which enable students who are deaf from a multi-State region to participate in regular postsecondary offerings alongside their non-disabled peers. Examples of support services include: summer orientation programs; interpreting services; career development and job-placement services; developmental classes; counseling; communication support; inservice training; and media adaptation. Four regional programs are being funded at approximately \$1,000,000 each. They are:

- University of Tennessee, Knoxville, TN
- California State University, Northridge, CA
- St. Paul Technical College, St. Paul, MN
- Rochester Institute of Technology, Rochester, NY

State-Wide Systems Change: Children with Severe Disabilities

(84.086J; \$2,176,041; 8 continuation grants).

This priority supports projects that enhance the capacity of States to serve students with severe disabilities, including students with deaf-blindness, by: (1) developing, in conjunction with IDEA Part B and Part C State plans, activities to improve the quality of special education and related services in the State for children with severe disabilities, birth through 21 years of age; and (2) changing the delivery of these services from segregated to general education settings and natural environments in the child's neighborhood. It is expected that the projects will significantly increase the number of children with severe disabilities the State serves in general education settings, alongside children of the same age without disabilities. To achieve these objectives, all funded projects are implementing activities aimed at resulting in systematic and systemic change. These activities include (a) policy analysis, and if necessary, policy revision or development; (b)

public awareness; product development and dissemination; (d) site development; (e) staff and parent training; (f) technical assistance; and (g) analysis, and if necessary, revision of existing teacher training programs. At the *San Diego State University Foundation, San Diego, CA* a shared data base will be established to be used commonly across all current state level educational reform programs to use as the basis for increased general and special education communication and collaborative planning. A statewide policy audit will also be conducted with the input and guidance of stakeholder groups representing parents, advocacy groups, and administrators. This audit will develop a California Department of Education policy on inclusive education, state guidelines for inclusive education which are supportive of a well-defined, individualized process, changes to the California Education code to better support innovative inclusive models with retraining individualized protections, and a fiscal model based on student needs rather than locations. Project staff at *Georgia State University, Atlanta, GA* will first identify, develop, revise, and adopt policies and procedures which support effective inclusive educational strategies for students with severe disabilities and, after documenting and disseminating policy results, will facilitate a collaborative approach among various resources on state, system and campus levels to meet the educational needs of children and youth with severe disabilities.

Outreach Projects: Serving Children with Severe Disabilities in General Education and Community Settings

(84.086U; \$1,678,570; 11 continuation grants).

The purpose of this priority is to improve and ensure the quality of educational service delivery to children and youth with severe disabilities in integrated settings. Project activities are centered on building the capacity of educational and other agencies to adopt and implement proven models, or components of those models, based on specific needs. Projects are encouraged to establish adoption sites in multiple States in order to increase their visibility and enhance their impact. Examples include the *University of Colorado, Colorado Springs, CO* which will develop a new self-determination curriculum and lesson package called "Choose and Take Action" that is designed for use by secondary school students with severe cognitive needs; and *California State University, Los Angeles, CA* which will provide in its inservice/outreach project training related to exemplary practices in both Early Childhood Special Education inclusion and collaborative consultation.

Institute on Implementing Inclusive Education for Children with Severe Disabilities

(84.086V; \$785,000; 1 continuation cooperative agreement).

This five-year cooperative agreement awarded to the *Allegheny Singer Research Institute, Pittsburgh, PA* is directed at bridging the gap between the knowledge base and the state of practice by (a) translating theory and research about inclusive education into educational practices, and (b) increasing the capacity of State and local education agencies to provide inclusive educational opportunities. The project is being implemented as a collaborative effort among the Allegheny Singer Research Institute, the University of Montana, San Diego State University, and the National Association of State Boards of Public Education to build the capacity of State and local education agencies to provide inclusive educational services. The Consortium's focus is on systemic reform rather than changes in special education programs only. The project's activities include translating the relevant knowledge base on inclusion theory and practice into inclusive educational practices and materials for use by program implementers and policy-makers at the State, district, building, and classroom levels; and, providing training and technical assistance on the adoption of inclusive educational practices to State and local agency participants, as well to OSEP-sponsored technical assistance entities and clearinghouses.

Preventing the Development of Serious Emotional Disturbance Among Children and Youth with Emotional and Behavioral Problems

(84.237F; \$949,440; 5 continuation grants).

This priority supports research projects that implement and assess innovative interventions enabling schools to provide positively-oriented instruction, curricula, and support services needed to prevent students with emotional and behavioral problems from developing serious emotional disturbance. All the funded projects must incorporate interventions that (1) are comprehensive and positive; (2) promote the social and emotional development of students with emotional and behavioral problems; and (3) provide the cornerstone for building school-wide capacity for meeting the social and emotional needs of children with emotional and behavioral problems. The continuation projects are located at the *University of Florida, Gainesville, FL*; the *University of Kansas, Lawrence, KS*; the *University of Vermont & State Agricultural College, Burlington, VT*; *Western Oregon State College, Monmouth, OR*; and the *University of Maryland, College, Park, MD*.

Nondiscriminatory, Culturally Competent, Collaborative Demonstration Models to Improve Services for Students with Serious Emotional Disturbance, and Prevention Services for Students with Emotional and Behavioral Problems

(84.237G; \$362,607; 2 continuation grants).

This priority supports projects that develop, implement, evaluate, and disseminate nondiscriminatory, culturally competent, collaborative practices to prevent children with emotional and behavioral problems from developing SED, and to improve special education and related services in the least restrictive environment for students who are culturally and linguistically diverse. All projects must establish local, community-based assessment, planning, prevention, and intervention teams that involve participation from education, mental health, juvenile justice agencies, other appropriate community service agencies, and organizations representing families. The project at the *Mental Health Association of South Central Kansas, Inc., Wichita, KS* will provide a two-year intervention for 420 SED and at-risk students, with a focus on family bonding and involvement. Project ACCEPT (Actualizing Cultural Competence in Educational Preventive Techniques) at the *Tucson Unified School District, Tucson, AZ* will have a cross-cultural team work in collaboration with a coordinator, a behavior specialist, and a case manager, and several agencies will work with project staff to develop preventive strategies and to provide input on program development and/or parent training.

Developing Effective Secondary School-Based Practices for Youth with Serious Emotional Disturbance

(84.237H; \$845,024; 5 continuation grants).

The purpose of this priority is to support research projects to develop, implement, test the efficacy of, and disseminate practices for improving academic, vocational, personal, social and behavioral results for students with serious emotional disturbance (SED) in regular high schools, including consideration of the most appropriate and least restrictive placements. At the *University of Minnesota, Minneapolis, MN*, the purpose of the project is to field test the Check and Connect procedure, an empirically validated dropout prevention and intervention strategy for urban middle school youth with learning and emotional/behavioral disabilities in order to improve service delivery and post-school outcomes. The central thesis of the project at the *University of Oregon, Eugene, OR* is that by providing adolescents who have SED with focused, adapted professional technical education (PTE) in high skill level occupations, staff can help them achieve at higher levels than peers not receiving such services.

National Resource Network for Child and Family Mental Health Services

(Contribution of \$200,000 from OSEP, through an interagency agreement, to the Center for Mental Health Services [CMHS], Substance Abuse and Mental Health Services Administration, Department of Health and Human Services).

The National Resource Network, located at the *Washington Business Group on Health, Washington, D.C.*, supports comprehensive community mental health services for children and adolescents with emotional disturbance by providing training and technical assistance to CMHS-sponsored grantees. OSEP's funds are utilized to foster regional and local, community-based collaboration between mental health and education agencies. Other examples of OSEP collaborative support include \$80,000 toward two projects funded by the *President's Committee on Mental Retardation*; \$50,000 toward one project with the Department of Health and Human Services (HHS) to provide technical and scientific assistance on issues related to the design, analysis and evaluation of a state-based surveillance system for case finding and tracking of children with disabilities at the *Center for Disease Control and Prevention*; \$100,000 toward two projects, one to conduct a meeting of youth with disabilities concerning economic independence and transition to adult life and another to develop and support leadership opportunities targeted for people with disabilities at the *National Council on Disability*; \$200,000 to the *Center for Mental Health Services* at HHS to partially fund a cooperative agreement for a training and technical assistance center to support the Comprehensive Community Mental Health Services for Children and Adolescents with Serious Emotional Disturbance and Their Families program; and \$100,000 toward an Early Childhood Pedagogy study located at the *Office of Educational Research and Improvement [OERI]* at the U.S. Department of Education.

General Research Program and Research on Other Issues**Student-Initiated Research Projects**

(84.324B; \$266,953; 15 new grants).

This competition provides support to student researchers in special education for studies that can be completed within a 12-month period. The students initiate and manage the research under the supervision of a principal investigator who serves as a mentor. The Student-Initiated Research (SIR) competition began in 1974 and has supported approximately 460 projects through fiscal year 1997. The aim of this priority is to provide an environment for graduate students in which research skills can develop and support the doctoral dissertation. Topics appropriate for application are limited only by the broad mission of the research program--support of applied research relating to the education of infants, toddlers, children, and youth who are disabled. Examples of the research to be conducted in 1998 include a project at *Lamar University, Beaumont, TX* to test two methods of multimedia presentation of an expository text via narrative and a 3-D museum in order to increase learning about how deaf children acquire vocabulary using multimedia technology. At *Florida State University, Tallahassee, FL* the purpose of the research is to examine the effects of using static and dynamic visual stimuli for instructing, modeling, and providing feedback to improve the social-conversation skills of young children with pervasive social impairments. The purpose of a project at *Vanderbilt University, Nashville, TN* is to provide teachers with a model of instruction on problem-solving mathematics tasks for students with learning disabilities.

Field-Initiated Research Projects

(84.324C; \$3,713,002; 21 new grants and 84.023C; \$3,180,702; 19 continuation grants).

This priority provides funds for a wide range of field-initiated research projects that support innovation, development, exchange, and use of advancements in knowledge and practice designed to contribute to the improvement of instruction and learning of infants, toddlers, children, and youth with disabilities. Examples of new projects are as follows: The *University of South Carolina, Columbia, SC* has a project that is a

cooperative effort among several universities to systematically investigate reform in public schools, specifically reform which affects students with disabilities. At **San Francisco State University, San Francisco, CA** a three-year research project will evaluate the effectiveness of a multi component intervention package to increase the sense of self-efficacy of team members, with an expected collateral increase in the social and academic participation of students with severe disabilities who use augmentative and alternative communication systems (AAC). **The National Association of State Directors of Special Education, Alexandria, VA** will conduct Project SEARCH (Special Education as Requirements in Charter Schools), which is a qualitative research study designed to respond to the need for clarifying information about the implementation of special education in the nation's charter schools.

Directed Research Topics

(84.324D; \$6,118,061; 23 new grants; 84.023D; \$4,039,422; 16 continuation grants).

In general, this priority supports projects that advance and improve the knowledge base and practice of professionals, parents, and others who provide early intervention, special and general education and related services to infants, toddlers, children and youth with disabilities. For FY 1998 this priority has eight distinctly different foci under which awards were granted. Under Focus 1, Beacons of Excellence, three projects were funded at the **University of Kansas**, the **University of Michigan**, and the **University of North Carolina** to support research projects that identify and study one or more schools or programs achieving exemplary results for children and youth with disabilities in the context of efforts to achieve exemplary results for all children and youth. Focus 2, The Sustainability of Promising Innovations, supports projects that study the extent to which effective practices in serving the needs of children with disabilities in reformed educational systems are sustained over time. Five projects were funded under this focus at the **University of Kansas**, the **National Association of State Boards of Education**, the **University of Vermont**, the **University of Oregon**, and the **University of Florida**. For Focus 3, Research on Improving Reading Comprehension Results for Children with Learning Disabilities, two projects were funded at the **University of Pittsburgh** and **CAST, Inc.** Under Focus 4, Studying Models that Bridge the Gap between Research and Practice, two grants were funded at the **University of Texas/Austin** and **Allegheny University of the Health Sciences**. Focus 5, Inclusion of Students with Disabilities in Large-Scale Assessment Programs, funded one award to the **University of Illinois**. Focus 6, Synthesize and Communicate a Professional Knowledge Base: Contributions to Research and Practice, made three awards to the **University of Colorado**, the **University of North Carolina/Charlotte**, and the **University of Texas**. Focus 7, Improving the Delivery of Special Education and Related Services or Early Intervention Services to Children Who Are English Language Learners, funded three projects at the **University of Connecticut**, the **University of Texas**, and the **University of Colorado**. And finally Focus 8, Educating Children with Disabilities in Inclusive Settings, funded four projects at **Children's Hospital/ Boston**, the **University of Wisconsin**, **Wayne State University**, and the **Lieutenant. Joseph P. Kennedy Institute**.

Initial Career Awards

(84.324N; \$286,911; 4 new grants and 84.023N; \$299,009; 4 continuation grants).

This priority provides support for individuals who have completed their doctoral program and graduated within the preceding three academic years. Assistance is provided to individuals in the early stages of their research careers so that they will initiate and further develop promising lines of research aimed at improving the education of children and youth with disabilities. The project must pursue a line of inquiry grounded in theory or a conceptual framework and include sustained involvement with nationally recognized experts having substantive or methodological expertise critical to conducting the proposed research. The purpose of the project at the **University of Miami, Coral Gables, FL** is to conduct a comprehensive, integrated synthesis of the research on the effects of classroom placement and within class instructional grouping on social

outcomes for students with learning disabilities and emotional or behavior disorders. At *Florida State University, Tallahassee, FL* the purpose of the project is to develop and evaluate methods for preventing reading failure by analyzing feasible and cost efficient methods of reducing the number of students who would typically qualify for special education services and then to develop effective techniques for early intervention with those who require intensive intervention.

Examining Alternatives for Results Assessment for Children with Disabilities

(84.023F; \$906,720; 5 continuation grants).

Many students with disabilities are currently excluded from national, State, and local outcome assessments and outcomes-based accountability systems. This exclusion has the effect of diminishing educational accountability and limiting educational opportunities for these students, and denying them some of the benefits of educational reforms. The projects which continue under this priority pursue systematic programs of applied research focusing on one or more issues related to outcome assessment and/or outcomes-based accountability for students with disabilities. The purpose of the three year, longitudinal project at the *University of Maryland, College Park, MD* is to validate a model of assessment and instruction with respect to representation of minority children in special education, the IQ-achievement discrepancy method of learning disability identification, the achievement and classroom behavior of children at risk for reading failure, and developmental case studies of at-risk children. At *Vanderbilt University, Nashville, TN* the purpose of the project Gauging Outcomes to Accelerate Learning and Success (GOALS) is to remove the two major obstacles to identifying the success of students with disabilities: (1) in many accountability systems, the performance of the students does not count, and (2) there are no guidelines for how teachers can use accountability frameworks to increase expectations and outcomes for students with disabilities.

Studying Models That Bridge the Gap between Research and Practice

(84.023G; \$673,011; 5 continuation grants).

Research most often includes the following phases: (1) planning and preparation; (2) information gathering; (3) analysis and interpretation; (4) reporting and dissemination; and (5) use of findings. In traditional research models, the researcher is solely or primarily responsible for all phases but the last. Using research findings is seen as a job for the practitioner. However, it has been observed that research knowledge rarely translates directly into practice. These projects continue to implement and examine one or more models for using research knowledge to improve education practice and outcomes for children with disabilities:

Gwinnett County Public Schools, Lawrenceville, GA is developing, implementing, and evaluating the Research Instructional Lead Teacher system, a model for bridging the gap between research and practice in the education of children with disabilities in general education classrooms; the *Springfield School District #19, Springfield, OR* project is focusing on a model of elementary literacy education that is: (a) considerate of and sensitive to the regularities, routines, and resources of individual schools; (b) grounded in the dynamic and equitable exchange between professionals, practitioners, and researchers; sufficiently defined to generalize to other schools and produce replicable findings; and, (d) sustainable by faculty most proximal and responsible for bringing about change; at *Texas A&M Research Foundations, College Station, TX* researchers are developing and validating a participatory research and development model that creates learning communities of research and practice in which the ultimate goal is to have an impact on teacher thinking and instructional behavior in inclusive classes, the school systems and cultures in which teachers work, university teacher training and research programs, and the academic outcomes of students with and without disabilities in inclusive classes; the *University of Kansas, Lawrence, KS* is examining an existing model designed to improve the practices of special and regular education teachers and of parents in inner-city communities; and at *Vanderbilt University, Nashville, TN*, researchers are focusing on a model for

practitioner-researcher collaboration and staff development, resulting in cutting-edge, successful practices that are implemented and sustained in schools.

Personnel Preparation for the Education of Individuals with Disabilities

FY 1998 Appropriation: \$82,139,000

Purpose:

The purpose of this program is to help address State-identified needs for qualified personnel in special education, related services, early intervention, and regular education to work with infants, toddlers, children, and youth with disabilities; and to ensure that those personnel have the research-validated skills and knowledge to perform their jobs effectively. Training programs for special education, related services, early intervention and leadership include both doctoral and post doctoral level training in research, administration and personnel preparation. Grants are awarded to institutions of higher education, State educational agencies, and other appropriate nonprofit agencies.

Program Activities:

Personnel to Serve Children with Low-Incidence Disabilities

(84.325A; \$5,991,964; 26 new grants and 84.029A; \$16,525,725; 94 continuation grants).

This priority supports training that focuses on the preparation of personnel to serve students with severe disabilities, including intense physical or mental problems, deaf-blindness and other multiple disabilities. Multi-year training programs supported under this priority are at the associate, baccalaureate, masters and specialist levels. The goal of the training programs is to increase the number of personnel qualified to meet the needs of students with low-incidence disabling conditions. The *University of Arizona, Tucson, AZ* will expand the context of an existing personnel preparation program by serving two groups of trainees: full time trainees working toward a master's degree, and second certificate trainees. *George Washington University, Washington, D.C.* will train 39 master's degree students as early interventionists to serve infants and toddlers with autism/multisystem developmental disorders (MSDD) and significant neurobehavioral disorders (SNBD). *Lewis and Clark College, Portland, OR* will initiate a new program in the Northwest region of the United States for the preparation of Education Specialists who can provide quality consultative, collaborative, and direct services to teachers, parents, administrators, supervisors, and support service personnel who teach and work with infants, toddlers, and youth who are deaf or hard of hearing.

Leadership Personnel

(84.325D; \$2,072,192; 11 new grants and 84.029D; \$8,394,877; 61 continuation grants).

These projects support the preparation of personnel at the advanced graduate, doctoral and post-doctoral level to serve as personnel trainers, researchers, administrators, supervisors, and other specialists. With the 1998 funds awarded, the project at *Florida State University Tallahassee, FL* intends to recruit and train two individuals in each of three specialization areas: postsecondary support services, secondary education and school-to-career programs for youth with mild disabilities, and support services for the community inclusion employment, and social integration of youth with severe disabilities. The *University of Virginia, Charlottesville, VA* will extend its established doctoral training program to include collaboration with historically black colleges in Virginia and North Carolina. The *University of Kansas, Lawrence, KS* will develop a new doctoral and postdoctoral training program in Special Education Policy through a collaborative effort among several departments at the university.

Minority Personnel

(84.325E; \$2,717,033; 15 new grants and 84.029E; \$6,772,306; 44 continuation grants).

The purpose of these projects is to increase the quantity and improve the quality of personnel available to serve infants, toddlers, children and youth with disabilities from racially, ethnically and linguistically diverse backgrounds, through the provision of awards to support the preservice training of personnel for careers in special education, related services, early intervention, and leadership. This priority supports grants to Historically Black Colleges and Universities (HBCUs) and other institutions of higher education whose minority student enrollment is at least 25 percent. Projects funded must focus on specific minority populations, determine the additional competencies needed to understand and work with a culturally diverse populations, and infuse those competencies into special education and related service programs. **Bethune Cookman College, Daytona Beach, FL** will advance a training model for providing culturally and linguistically relevant education to children with disabilities, focusing particularly on African American and Hispanic teachers who will be trained to provide this service. At **Coppin State College, Baltimore, MD** a total of 45 physical education teachers currently working in the Baltimore area public schools will participate in the Master of Education in Special Education: Teaching Adapted Physical Education degree program, which will equip them with the competencies needed to meet the individual needs of students receiving special education services. **Little Big Horn College, Crow Agency, MT** will coordinate a teacher training program with an emphasis in special education at the associate degree level with a distance learning program at MSU-Billings at the bachelor's degree level, and with Montana State University at the master's degree level. It is anticipated that a total of 24 Native Americans will participate in this program.

Preservice Personnel Training

(84.325G; \$123,142; 1 new grant and 84.029G; \$15,205,780; 98 continuation grants).

Beginning in FY 1996, this priority has supported the preservice preparation of personnel in three areas: special education teachers, related services personnel, and early intervention and preschool personnel. This priority supports the development of new programs or the improvement of existing programs that will increase the capacity and quality of preservice in one, two or all three of these areas. Preservice is defined as preparation that leads to a degree, certification, endorsements, or licensing. Prior to FY 1996, these preservice priorities were funded in separate competitions (i.e., 84.029B, 84.129F, and 84.029Q, above).

Personnel to Serve High Incidence Disabilities

(84.325H; \$6,230,826; 34 new grants)

The purpose of this competition is to develop or improve, and implement, programs that provide preservice preparation for special and regular education teachers and related services personnel in order to meet the diverse needs of children with high incidence disabilities and to enhance the supply of well-trained personnel to serve these children in areas of chronic shortage. The **University of Pittsburgh, Pittsburgh, PA** will revise, implement, and evaluate a program to prepare teachers with the knowledge and skills to provide special education support for children and youth who have high incidence mental and physical disabilities and/or emotional disturbance. The program will focus on core curriculum content and emerging models of instruction from the field of general education, increased collaboration between faculty and students from general and special education, strengthened technical expertise in special education in the areas of literacy and intervention for children and youth with emotional disturbance, and the blending of research and teaching to promote reflective practice. **Portland State University, Portland, OR** will recruit and prepare special educators with dual special/elementary licensure from under represented groups (minority and bilingual students and students with disabilities) and establish an ongoing partnership with the Oregon Department of Education, rural school districts, and rural colleges to prepare special educators for rural communities. The 56 special education personnel who are trained over three years will be qualified to collaborate with

classroom teachers, parents, and diverse communities in high poverty urban and rural schools using school-university partnerships, research-based practices, field experiences, and action research, as well as to improve the achievement of students with mild disabilities. The *University of Wisconsin, Milwaukee, WI* will use an interdisciplinary model of special education, occupational therapy, and speech-language pathology to provide services to young children with disabilities and their families. Participating students will be from groups that have been under represented in the target disciplines, including African American, Hispanic/Latino, Native American, Southeast Asian, and male populations, and financially disadvantaged students.

Projects of National Significance

(84.325N; \$1,157,311; 6 new grants)

Projects supported under this priority must develop, implement, and evaluate innovative models that will serve as blueprints for improving the preparation and ongoing development of early intervention personnel, general and special education teachers, administrators, related services personnel, and paraprofessionals who have responsibility for ensuring that children with disabilities achieve to high standards and become independent, productive citizens. The *University of North Carolina/Chapel Hill* gives as salient features of its New Scripts for 21st Century Services program: (1) generating needs, priorities, and support for making changes in early childhood intervention preservice personnel preparation from higher education and state leaders (2) providing models, materials, and educational experiences, including an intensive training institute designed to address state priorities, to interprofessional teams of faculty, providers, and families (3) facilitating the development of state and individual action plans for improving the quality of preservice preparation efforts; and (4) providing technical assistance over a 24-month period in support of the action plans. The program is based on a proven systems change model. *Lehigh University*, proposes a model blueprint for training pre-service elementary and secondary-defensible and educationally sound inclusion programs extending to students with emotional and behavioral disorders (E/BD). The blueprint includes 1) customized courses in Special Education Law and Special Education Curriculum, Instruction, and Program Design in terms of basic building blocks; 2) Leadership Institutes on specially selected topics for more refined knowledge and skills; 3) a year-long practicum, with a supporting seminar, for the effective application of these cognitive competencies; and 4) individual portfolios for demonstration and evaluation of these applied competencies. The *University of Vermont*, in its affiliation with the Vermont Department of Education through its University Affiliated Program, proposes a training model to address entry-level and advanced training for paraprofessionals and the teachers who supervise them. The project design will include: (1) development and field testing of entry level paraprofessional and supervisor training curricula; (2) development and field testing of advanced paraprofessional training curricula; (3) national validation of all curricula; and (4) final field testing and revision of all curricula and delivery formats to develop a blueprint that can be effectively replicated nationally within a state's Comprehensive System of Personnel Development as part of the State Improvement Plan.

Partnership to Link Personnel Training and School Partnerships

(84.325P; \$1,194,313; 2 new grants)

This priority supports projects to develop, implement, and evaluate innovative models for engaging general education and special education faculty in IHEs and general education and special education teachers and instructional leaders in local schools and districts in a dynamic and enduring partnership to enhance and simultaneously improve the quality of preservice preparation and ongoing professional development of teachers and instructional leaders. The *University of South Florida, Tampa, FL* in its partnerships with Pasco County Schools and Hillsborough County Schools will give specific attention to improving services to children and youth with special needs through reforming the elementary and special education preservice curricula, clarifying the current and emerging roles and responsibilities of special educators in inclusive

schools, and instituting a model for professional development that actively involves general and special education teachers in researching their own teaching. A secondary purpose of this project is to study the effectiveness and sustainability of the partnerships over time.

The *University of Colorado, Denver, CO* will build on existing collaborations to develop, implement and evaluate a district-university partnership model that features four integrally linked outcomes designed to meet the needs of students with disabilities in general education classrooms: 1) exemplary teacher preparation for general and special education teacher candidates; 2) continuing results-oriented, professional development for district/university faculty; 3) the integration of research/evaluation and practice through collaborative research conducted in schools and classrooms; 4) exemplary education for all P-12 students, including students with disabilities.

Personnel for Careers in Special Education

(84.029B; \$2,838,759; 26 continuation grants).

Projects supported under this priority are designed to provide preservice training for personnel preparing to engage in employment as special educators of children and youth with disabilities. Projects must be consistent with the needs for personnel training identified by the Comprehensive System Personnel Development of the State or States typically employing program graduates. Preservice training includes additional training for currently employed teachers seeking degrees, certificates, or endorsements. Projects must either represent new program activities of the applicant agency, or be designed to significantly improve ongoing programs.

Related Services Personnel

(84.029F; \$1,104,635; 10 continuation grants).

These projects support the preservice preparation of individuals who provide developmental, corrective, and other supportive services which may be required to assist infants, toddlers, children, and youth with disabilities to benefit from special education. In addition to supporting programs that focus on direct training of related services personnel, the program also supports the development of educational models or curriculum for preservice related services programs. Programs supported under this priority are at the associate, baccalaureate, master's, and specialist levels and may also provide additional professional certificates or State certification.

State Educational Agency Program

(84.029H; \$3,503,785; 55 continuation grants).

This program assists State educational agencies (SEAs) in establishing and maintaining programs for preservice and inservice training of teachers of infants, toddlers, children and youth with disabilities, or supervisors of such persons, consistent with the needs identified in the State's Comprehensive System of Personnel Development (CSPD).

Special Projects

(84.029K; \$5,973,541; 37 continuation grants).

This priority supports projects designed to develop and demonstrate new approaches for the preservice and inservice training of personnel for careers in special education and early intervention; to develop materials and approaches to prepare personnel; and to develop other projects of national significance for the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities.

Special Projects-National Initiatives

(84.029K3; \$1,149,999; 2 continuation cooperative agreements).

The purpose of this priority is to support projects of national significance related to the preparation of personnel needed to serve infants, toddlers, children, and youth with disabilities. Projects funded under this priority address the following focus areas: The *University of Kansas, Lawrence, KS* has begun an academy linking teacher education to advances in research, particularly in the areas of improving reading instruction for students with learning disabilities, the use of technology to enhance educational results for students with disabilities, and the use of positive behavioral supports to teach children with disabilities who exhibit challenging behaviors. The purpose of the project is to improve instruction by infusing research-based interventions into the teacher education curriculum and making them available to practicing teachers. A second focus of this priority is to develop a national plan for training personnel to serve children with blindness and low-vision. The *Council for Exceptional Children, Reston, VA* works with a national advisory board and other key stakeholders to reach consensus regarding national needs and means for solving problems in the recruitment and preparation of personnel for teaching students who are blind or have low vision. To accomplish this, the Council plans to conduct a national needs assessment and develop a strategic plan.

Educational Interpreters

(84.029L; \$301,511; 3 continuation grants).

These projects support preservice training of educational interpreters for children with hearing impairments, including deafness. Support is limited to projects that demonstrate recruitment strategies, specifically adapted curricula, and incentives designed to increase the probability of program graduates functioning productively in instructional settings.

Personnel to Serve Infants, Toddlers, and Preschoolers

(84.029Q; \$1,248,321; 12 continuation grants).

This priority supports the preservice preparation of personnel to provide early intervention services for infants, toddlers and preschoolers (birth through five years) who are either disabled or at high risk of becoming disabled, or both, and their families. The projects must have a clear and limited focus on the special needs of children within the age range and must also include consideration of family involvement in early intervention preschool education. Training projects must have a significant interdisciplinary focus and include attention to training in instructional and assistive technology. Training programs prepare personnel at the associate, bachelor, masters, and specialist levels. Personnel may also be prepared to provide training for, or be consultants to, other service providers, including case managers and parents.

Model Standards for Beginning Teacher Licensing & Development

(84.029U; \$242,130; 1 continuation grant).

The *Council of Chief State School Officers (CCSSO), Washington, D.C.* has a two-year grant to advance the school reform agenda across States. INTASC (Interstate New Teacher Assessment and Support Consortium), a program of CCSSO, is coordinating the project. The purpose of the project is to craft model State licensing standards for all beginning teachers (i.e., general education and special education) to better reflect what teachers need to know and be able to do to teach students with disabilities. This project simultaneously develops and implements standards for general and special education teachers that promise to promote complementary preparation and licensure, clarifies distinctions in responsibilities among general

educators and special educators, and allows States to collectively agree upon a common policy for licensing general and special education teachers.

Parent Training and Information

FY 1998 Appropriation: \$18,535,000

Purpose:

The purpose of the Parent Training Program is to provide training and information to parents of infants, toddlers, children, and youth with disabilities and persons who work with parents to enable such individuals to participate more effectively with professionals in meeting the educational needs of children with disabilities. Emphasis is placed on outreach to underserved parents (e.g., low-income parents, parents of children with limited English proficiency) and parents of children who may be inappropriately identified.

Program Activities:

Parent Training and Information Centers

(84.328M; \$2,111,631; 13 new grants and 84.029M; \$13,595,147 in support of 63 continuation grants). Grants support parent organizations for the purpose of providing training and information to parents of infants, toddlers, children, and youth with disabilities, and to people who work with parents to enable them to participate more fully and effectively with professionals in meeting the educational needs of their children with disabilities. The centers must meet the unique training and information needs of parents and must assist parents to: (1) understand the needs and potential of their children with disabilities; (2) provide follow-up support for their children's early intervention or educational programs; (3) communicate more effectively with professionals; (4) participate fully in early intervention or educational decision making; (5) obtain information about programs, services, and resources, and the degree to which they are appropriate to meet the needs of their children with disabilities; and (6) understand the provisions for serving infants, toddlers, children, and youth with disabilities under Parts B and C of the Individuals with Disabilities Education Act. Although the same framework guides the centers, each one has developed its own style and unique ways to provide service and support to families. The following Parent Training and Information Centers funded in 1998 are examples of the work being done by them. ***Reaching Harmony: Native American Family Support, Inc., Window Rock, AZ*** proposes to provide parent training and support to Navajo, Hopi, and San Juan Southern Paiute parents who reside on reservations. The project has three major goals which will be accomplished through increased knowledge and understanding on the part of parents of the nature and needs of their children with disabilities, and the educational provisions in the IDEA. The goals are to strengthen parents as primary decision makers and advocates for their children, to ensure that parents are able to fully participate in the educational decision making processes as effective communicators about their child; and to encourage parents to develop broader possibilities for their child's future through providing information about a range of options, programs, services and resources available in their local communities, their Reservation, their state, and nationally. The ***Parents Union for Public Schools in Philadelphia, Philadelphia, PA*** is conducting a five-year parent and professional training project that will serve parents of children with disabilities of all ages and all disabilities and will be adapted to the unique needs of Philadelphia parents. The professional training component of the project will inform and educate staff of agencies serving children with disabilities, including the Philadelphia School District, about how to support the parent and advocate for the child at each step from evaluation to placement. In order to provide a comprehensive program in an urban setting with a richly diverse population, the project will serve all parents of children with disabilities including traditionally under represented parents. The ***Family Network on Disabilities of Florida, Inc., Clearwater, FL*** was formed in 1991 when Parent to Parent of Florida and the Florida Parent Education Network merged to provide a coordinated and comprehensive system of training, information, and support for families in Florida who have a child with a developmental delay, disability or special needs. The goals of the project will be accomplished in coordination with the existing statewide network of staff and programs of the Family Network on Disabilities, Inc. (FND), which will increase the options for training, support, and access to information available to parents.

Community Parent Resource Centers

(84.328C; \$1,130,134; 11 new grants)

This priority is designed to support local parent training and information centers to help ensure that underserved parents of children with disabilities, including low-income parents, parents of children with limited English proficiency, and parents with disabilities, have the training and information that they need to enable them to participate effectively in helping their children with disabilities to access the special education system. These families may have encountered language and other cultural barriers within the system and may not even be aware of the rights and protections available under the IDEA. *Pyramid Parent Training, New Orleans, LA* is a community-based, parent-run organization that has for eight years provided special education information, training and support to traditionally underserved groups of parents with disabilities. It is aggressively addressing the problem of reaching parents who are isolated because of socioeconomic, cultural and language/literacy barriers and/or because of the distressed urban areas in which they live. *Loving Your Disabled Child (LYDC), Los Angeles, CA* is the fiscal agent for a collaborative project which also involves Parents of Watts (POW), which serves African American and Latino families in Los Angeles County, and Vietnamese Parents with Disabled Children Association, Inc. (VPDACA), which provides support to Vietnamese families in Los Angeles and Orange Counties. This innovative partnership will allow the three community-based programs to expand the individualized and culturally responsive training, information, and support services offered to underserved families in their communities, and enhance their own program capacity and visibility through the sharing of resources, community linkages, and administrative support.

Technical Assistance to Parent Projects

(84.029R; \$1,543,000; 1 continuation cooperative agreement).

The Alliance Project, out of the *PACER Center, Inc., Minneapolis, MN* provides the coordination and technical assistance to support the Parent Training and Information (PTI) Centers and the Community Parent Resource Centers (CPRC). A primary goal is to expand the leadership capability of the centers to enable them to provide information and training to an increasing number of parents and children with disabilities. Other activities of the Alliance Project include: (1) planning and conducting one national and four regional conferences each year; (2) conducting an assessment of the training and information needs of the PTIs; (3) providing direct technical assistance to PTIs on management processes or content areas as identified through the needs assessment; (4) improving the technological capacities of the PTIs, including an electronic network that links them together and to other information sources; (5) identifying effective strategies for working with parents, families and schools, and incorporating these strategies into training materials; and (6) providing direct technical assistance to PTIs and other parent centers that serve underserved and under represented populations. Supplemental funding was provided to train one staff person from each Parent Training and Information Center on the IDEA regulations.

Technical Assistance & Dissemination

FY 1998 Appropriation: \$44,556,000

Purpose:

Funds are used to support institutes, Regional Resource Centers, clearinghouses and programs that assist States and local entities to build their capacity to improve early intervention, educational, and transitional services and results for children with disabilities and their families, and to address systemic-change goals and priorities. Technical assistance and dissemination projects also have a role to play in promoting knowledge production, the integration of research and practice, and the use of professional knowledge.

Program Activities:

Information and Technical Assistance on Age/Grade Issues

National Clearinghouse on Postsecondary Education for Individuals with Disabilities

(84.326H; \$484,000; 1 new cooperative agreement).

HEATH (Higher Education and the Handicapped) Resource Center is located at the *American Council on Education, Washington, D.C.* The Clearinghouse serves as an information exchange regarding educational support services, procedures, policies, adaptations, and opportunities at colleges and universities, vocational technical schools, independent career schools, adult and continuing education programs, independent living centers, and other training entities for youth and adults with disabilities. The Clearinghouse promotes information regarding the kinds of accommodations that enable full participation by students with disabilities in regular, as well as specialized, postsecondary programs so that these settings will be the least restrictive and most productive environment possible for each individual. Activities of the Clearinghouse include: developing materials on various topics of immediate need for persons with disabilities; maintaining an 800 number for fast communication by consumers; and outreach activities which include conference attendance and displays at professional meetings.

Early Childhood Technical Assistance Center

(84.024A; \$4,342,912; 1 continuation cooperative agreement).

The center, located at the University of North Carolina, Chapel Hill, NC, is providing technical assistance to States, territories, and projects funded through the Early Childhood Program. The National Early Childhood Technical Assistance Center provides technical assistance to all States, outlying areas and the Bureau of Indian Affairs, in order to (1) assist each entity in implementing comprehensive and quality early intervention services under Part C for children ages birth through two and their families; and educational and related services for young children with disabilities (ages three through five), including minority children and children with limited English proficiency, and (2) help entities respond to needs identified through their self-assessment and through Federal and State monitoring activities. The center also provides technical assistance to early childhood model demonstration, outreach and research projects funded by the Office of Special Education Programs (OSEP) under the IDEA.

Accessing School-to-Work and Postsecondary Environments -- Technical Assistance

(84.158M; \$1,850,000; 1 continuation cooperative agreement jointly funded with the Goals 2000 School-To-Work Program and the Rehabilitative Services Administration).

The purpose of the Transition Alliance at the *University of Illinois, Champaign, IL* is to promote the transition of youth with disabilities, including those with severe disabilities, to gainful employment,

postsecondary education, and independent living after graduation. This project provides technical assistance to personnel working on planning and implementing school-to-work opportunities systems projects, States implementing cooperative projects to improve transition services, and model demonstration transition, postsecondary, and supported work projects funded under IDEA and the Vocational Rehabilitation Act. The project prepares information on how best to fulfill the secondary education, transition, and school-to-work preparation needs of youth in user-friendly formats for relevant audiences such as policy-makers, administrators, teachers, employers, other service providers, parents, and individuals with disabilities.

Center to Identify and Meet Technical Assistance Needs of Elementary & Middle Schools

(\$1,848,044; 1 continuation contract).

The overall purpose of this project under the direction of the *American Institutes for Research, Washington, D.C.* is to develop a comprehensive national technical assistance model for elementary and middle schools. Strategies to accomplish this goal include selecting a sample of school districts to receive technical assistance; conducting a needs assessment; designing a comprehensive, systematic technical assistance approach; establishing a resource bank; evaluating the results of the technical assistance efforts in the sample districts; and expanding the technical assistance approach to a national scope.

Information and Technical Assistance on Policy/Disability Issues

Center for Positive Behavioral Interventions and Supports

(84.326S; \$649,968 jointly funded with the Office of Elementary and Secondary Education (OESE) at the U.S. Department of Education; 1 new cooperative agreement).

The purpose of the center is to assist schools in designing and implementing effective school wide positive behavioral intervention and support programs by creating greater awareness of research-based approaches, including identifying state and local policies which support them and by building the necessary knowledge base, momentum, and resource networks to encourage their widespread application. The center will be based at the *University of Oregon, Eugene, OR* in collaboration with key personnel at the University of Kansas, University of Kentucky, University of Missouri, and University of South Florida. The approach to be used focuses on the development and maintenance of whole systems of practices, structures, and policies that enable school staff to sustain the adoption of research-validated practices, foster positive teaching and learning environments in schools for all students and staff as well as integrated, school-wide, classroom, non-classroom and individual student subsystems, and efficiently and effectively supports students with severe emotional and behavioral disorders.

National Clearinghouse for Children who are Deaf-Blind

(84.025U; \$354,600; 1 continuation cooperative agreement).

The purpose of the Consortium Clearinghouse on Children with Deaf-Blindness (CCDB), which operates under the leadership and central management of the Teaching Research Division of *Western Oregon State College, Monmouth, OR*, is to identify, coordinate, and disseminate information on deaf-blindness. The project emphasizes information concerning practices developed through research, development or demonstration activities that have produced statistical or narrative data establishing their effectiveness in working with children and youth with deaf-blindness. CCDB includes the Helen Keller National Center, Perkins School for the Blind, and the Teaching Research Division. The American Association of the Deaf-Blind provides input regarding consumer perspectives on critical issues and accessibility.

Center on Implementing Inclusive Education for Children with Disabilities in Urban Districts as Part of Education Reform

(84.086C; \$999,461; 1 continuation cooperative agreement).

The National Institute for Urban School Improvement, located at the *University of Colorado, Denver, CO*, focuses activities on three centers: a Research Synthesis Center studies effective schooling practices and outcomes, urban life and culture, and community stakeholders. The Implementation Center studies the linkages between school districts and institutions of higher education and the impact on preservice school professional preparation, action-research agendas, and the development of leadership teams. The Marketing, Dissemination, and Utilization Center studies school reform agendas and educational networks within the general and special education communities with the aim of creating high quality inclusive urban schools through information access and networking.

Center to Support the Achievement of World Class Outcomes for Students with Disabilities

(84.159C; \$612,805; 1 continuation cooperative agreement).

The purpose of this Center, located at the *University of Minnesota, Minneapolis, MN*, is to assist States in implementing activities to improve outcomes for students with disabilities, to assist in the implementation of the requirements of Goals 2000 for students with disabilities. The Center, working with Regional Resource Centers funded under IDEA, other technical assistance providers, and States, will develop and facilitate the use of appropriate accommodations and adaptations of assessments for students with disabilities. Other activities for the Center include promoting the use of outcome-related data for these students; documenting the extent to which students with disabilities are included in State activities; developing national-level data on the status of outcomes for students with disabilities and the degree to which these students are achieving the National Education Goals; reporting on technical advances in the accommodation and participation of students with disabilities; working with researchers and developers who are conducting related work and facilitating the exchange of information among such projects; and assisting States and the Department to ensure that standards-setting and assessment processes and documents, as well as any other Goals 2000 related activities, include the perspectives of the disability community. The supplement will support the following activities: expanded training for local education agencies, including participation in OSEP training institutes and follow-up strategic planning and training activities, and a training session on assessment issues related to IDEA 1997.

State & Federal Policy Forum for Program Improvement

(84.159K; \$300,000; 1 continuation cooperative agreement).

The grantee, the National Association of State Directors of Special Education, Inc., Alexandria, VA, through the establishment of the State/Federal Forum for Program Improvement (Project FORUM), assists the Office of Special Education Programs in communicating with policy makers, practitioners, and consumers on issues of national significance relating to the education of infants, toddlers, children, and youth with disabilities. In this role, Project FORUM identifies and prioritizes information needs through mini-forums and participation in electronic communication vehicles; maintains and makes accessible a State Policy database; and analyzes critical and emerging issues that can be utilized to support policy and implementation decisions and promote the use of information for program improvement at all levels.

Center for Effective Collaboration and Practice: Improving Services for Children and Youth with Emotional and Behavioral Problems

(84.237T; \$499,526; 1 continuation cooperative agreement).

The Center for Effective Collaboration and Practice (CECP), located at the *American Institutes for Research, Washington, D.C.*, supports and promotes a reoriented national preparedness to foster the development and adjustment of children with or at risk of emotional disturbance. To achieve that goal, CECP is dedicated to a policy of collaboration at Federal, State, and local levels that contributes to and facilitates the production, exchange, and use of knowledge about effective practices. The Center has established an extensive network of participants, including strategic partnerships with agencies and associations, teams of experts, consumers and family members, to assist in developing, synthesizing, and exchanging useful and usable information. CECP's extensive Web Page, which contains numerous links to government and institutional sources of related information, can be reached through the Department's Web Page (at ed.gov) or, directly, at <http://www.air-dc.org/cecp/cecp.html>.

Information and Assistance to State Agencies**National Center on Dispute Resolution**

(84.326D; \$499,284; 1 new cooperative agreement)

The center, which is located at *Direction Service, Eugene, OR*, provides technical assistance on dispute resolution procedures, with an emphasis on procedures other than due process hearings, to all States and outlying areas. In addition, the center coordinates with the existing technical assistance to parent projects to provide technical assistance to all parent training and information centers and community parent resource centers, develops informational exchanges with other technical assistance and information dissemination systems; and disseminates information on best practices in dispute resolution. This center partners include the Mediation Information and Resource Center, the National Association of State Directors of Special Education, the National Information Center for Children and Youth with Disabilities, the Technical Assistance Alliance for Parents Centers, Western Oregon University, and the Western Regional Resource Center.

Regional Resource Centers

(84.326R; \$7,600,000; 5 new cooperative agreements and one continuation cooperative agreement);

The Regional Resource Centers (RRCs) provide technical assistance and training, as requested, to State educational agencies, and through those State educational agencies, to local educational agencies and to other appropriate public agencies providing special education and related services. The purpose of this assistance is to aid these agencies in providing early intervention, special education and related services to infants, toddlers, children and youth with disabilities and their families. The program is designed to provide services to all States and territories, the District of Columbia, and the schools of the Bureau of Indian Affairs. The centers provide a wide range of assistance to State education agencies, some examples of which include: assistance in developing, identifying, and replicating successful programs and practices; assisting in the training of parents and professionals; providing information, expert consultation and resources on State-specific issues; providing inservice training; and helping States with strategic planning. The new RRCs are located at the following institutions: the *University of Kentucky Research Foundation, Lexington, KY*; *Auburn University, Montgomery, AL*; *Ohio State University Research Foundation, Columbus, OH*; *Utah State University, Logan, UT*; and the *University of Oregon, Eugene, OR*. Supplemental funding extended the project period for those RRCs currently in place through September 30, 1998 to carry out activities related to the IDEA Amendments of 1997.

State and Multi-State Services Projects and Optional Pilot Projects for Children who are Deaf-Blind

(84.025A; \$9,190,902; 48 continuation grants).

Two types of projects are funded under this competition: State and Multi-State Projects for Children With Deaf-Blindness; and Optional Pilot Projects for Children with Deaf-Blindness. These projects support the provision of special education and related services, as well as vocational and transitional services, to children who are deaf-blind. Additionally, they promote coordinated statewide services to assist each child to live in their community with friends and family, and attend local schools.

Technical Assistance to Grantees Under State and Multi-State Projects for Children who are Deaf-Blind

(84.025C; \$1,674,410; 1 continuation cooperative agreement).

The objective of the project, which is located at the Teaching Research Division, *Western Oregon State College, Monmouth, OR*, is to assist States to improve the quality of existing placements and services for individuals (birth through young adulthood) who are deaf-blind; and second, to increase the number of children/young adults, their families, and their service providers who benefit from these services. This project provides national technical assistance efforts to State and multi-State grantees, State education agencies, Part C lead agencies, adult service providers, and family members in order to promote and support statewide infrastructures for planning and service provision.

General Support for Implementation of IDEA**Linking Policy and Practice Audiences to the 1997 Amendments of IDEA**

(84.326A; \$5,991,120; 4 new grants).

This priority supports awards to four partnerships between associations and other entities so they can contribute to the successful implementation of IDEA, including Part C. These partnerships will be established in order to inform and provide support to their members and constituents in understanding the changes to the law, the implications of these changes for their respective roles in improving results for children with disabilities, and how research-based best practices can be used to implement the law. Partnerships must collaborate to meet the needs of one of four audiences: policy makers, service providers, local-level administrators, and families and advocates. One partnership will be supported for each audience. The National Association of State Directors of Special Education (NASDSE), Alexandria, VA with the collaboration of eight partners will conduct the Policy Maker Partnership. The partnership will provide represented constituency groups with research-based information, support, and technical assistance that will assist in reviewing and revising policies addressing the education of students with disabilities and aligning them with the goals of IDEA 97; as well as develop, administer, and manage systems change strategies for implementing IDEA 97 in the context of general education reform. The *Pacer Center, Minneapolis, MN* will conduct the Families and Advocates Partnership with eleven core partner associations representing general and special education interests. The goals of the partnership are to inform and provide support to families and advocates through a partnership between families and disability organizations; to promote research-based best practices that positively impact the results for children with disabilities in accessing challenging curricula, meeting high expectations, realizing success through ongoing assessment of progress, and increasing involvement of parents and disability advocates in children's programs; and to maintain effective and efficient networking, marketing, and outreach activities to ensure broad-based understanding of the 1997 IDEA changes and promote proper implementation at the state and local levels. The Service Providers Partnership will be conducted by the *Council for Exceptional Children (CEC), Reston, VA* with eight partners to provide accurate information regarding IDEA 1997 to every school/early intervention site in

the United States, to assure that responsive systems are in place for facilitating implementation of IDEA, and to develop a critical mass of leadership sites implementing effective IDEA instructional practices for young children and students with disabilities. *CEC* will also conduct the partnership for local level administrators with five partners. The goals of the project are: to increase the knowledge of local administrators about the range of options for meeting the legal requirements of IDEA 97 through telecasts, electronic venues, and multimedia packages in at least 7,000 school districts; establish a technical assistance/materials development and evaluation process in at least 7,000 school districts; accelerate IDEA knowledge accumulation in and dissemination to at least 4,000 school districts by collaborating with a network of cross-functional teams and IDEA Spotlight Implementation Sites; provide guidance for administrators in at least 4,000 districts concerning school wide models for implementing IDEA; and promote site-based IDEA leadership models.

National Information Center for Children with Disabilities (NICHCY)

(84.326N; \$1,600,000; 1 new cooperative agreement and 84.030A; \$119,899 supplemental funding in support of 1 continuation cooperative agreement).

This project provides parents, professionals and others with current and factual information regarding the diverse issues related to the education of children and youth with disabilities. The Clearinghouse, located at the *Academy for Educational Development*, Washington, D.C., disseminates information on the characteristics of infants, toddlers, and children with disabilities and on the programs, legislation, and services related to early intervention or education under IDEA; participates in outreach, technical assistance, and dissemination of information on issues related to children with disabilities; promotes public awareness of disability issues and the availability of relevant information, programs, and services; disseminates information related to early intervention, education and related services that is responsive to current and future informational needs of parents, professionals, and individuals with disabilities; provides technical assistance to agencies and organizations seeking to establish information and referral services; and develops strategies to disseminate information to under represented groups such as those with limited English proficiency. Supplemental funds were provided to NICHY for the purpose of carrying out activities related to the IDEA Amendments of 1997.

National Clearinghouse on Careers and Professions Relating to Early Intervention and Education for Children with Disabilities

(84.326P; \$700,000; 1 new cooperative agreement).

The mission of the clearinghouse is to collect, analyze, and disseminate information on current and future national, regional, and State needs for special education and related services personnel; develop and disseminate information to potential special education and related services professionals concerning career opportunities, location of preparation programs, and various forms of financial assistance (such as scholarships, stipends, and allowances); improve and maintain a knowledge base concerning appropriate programs preparing special education and related services professionals; establish networks of local and State educational agencies and professional associations to maximize the sharing and accuracy of information regarding career and employment opportunities; and provide technical assistance to institutions of higher education seeking to meet State and professionally recognized standards. The clearinghouse, located at *The Council for Exceptional Children, Reston, VA* proposes to expand its mission to implement targeted marketing campaigns and dynamic information networks designed to strengthen the continuum of career and professional development of qualified and diverse educational professionals and paraprofessionals. The ongoing effectiveness of the project will be grounded in four key areas: 1) educational reform and standards which demand better results and greater numbers of qualified professionals; 2) the IDEA 97 reauthorization requiring greater participation of general educators and partnerships among state agencies, university programs, and local education agencies; 3) the growing diversity of America which necessitates educators

who are culturally competent; and 4) quality-first, knowledge-based clearinghouse operations strengthened by substantial technological resources.

Outreach Services to Minority Entities to Expand Research Capacity

(84.029J; \$1,142,379; 1 continuation cooperative agreement).

The COMRISE project at the *University of Virginia, Charlottesville, VA* is dedicated to increasing the participation of Historically Black Colleges and Universities, other minority institutions, and other eligible institutions in discretionary research and development programs under the IDEA; and to increase the capacity of individuals at these institutions to conduct research and development activities in special education and related services. The activities focus on the special education of children in urban and high poverty schools with predominately minority enrollments.

Center to Promote the Access to and Participation by Minority Institutions in Discretionary Programs Authorized under the IDEA

(84.920T; \$1,500,000; 1 continuation cooperative agreement).

The New Alliance Project at the *University of New Mexico, Albuquerque, NM* is to address the increasing demand for, and declining number of personnel from historically under represented ethnic groups for special education and related services. The project will also address the enhancement of institutional and program quality at Historically Black Colleges and Universities and other minority institutions, including their access to external funding to support students and their personnel preparation programs.

Federal Regional Resource Center

(\$679,027; 1 continuation contract).

The Federal Regional Resource Center (FRRC), located at the *Academy for Educational Development, Washington, D.C.*, serves to identify emerging issues and needs relating to the efforts of State and local governments to provide education and related services to children and youth with disabilities. The FRRC also helps to ensure that the technical assistance and information that the various Regional Resource Centers provide to State education agencies reflects a national perspective and is consistent in terms of content and strategy. Supplemental funds were provided to the FRRC to carry out activities relating to the implementation of the IDEA Amendments of 1997.

Technical Assistance in Data Analysis, Evaluation, and Report Preparation

(\$1,200,000; 1 continuation contract).

The purpose of the contract with the *Westat Corporation, Rockville, MD* is to collect and analyze State-reported data related to the provision of a free and appropriate public education to all children with disabilities; analyze data related to significant and emerging trends and issues in the education of children with disabilities; prepare and produce the Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act; and, provide technical assistance to States to improve the quality of State-reported data.

Education Resource Information Center- ERIC/OSEP Special Project

(\$730,000; one continuation contract jointly funded with other IDEA program authorities).

The ERIC Clearinghouse on Disabled and Gifted Children, located at the *Council for Exceptional Children, Reston, VA*, processes and disseminates through ERIC and through outside channels, information on special

education research in progress; establishes an ongoing collaborative mechanism to provide products and services related to research in special education; and develops a collaborative mechanism for reviewing research results and responding to emerging special education issues.

Technology Development, Demonstration, and Utilization

FY 1998 Appropriation: \$34,023,000

Purpose:

This program supports the development, testing, and application, of technological innovation with three major objectives. The first is to promote the educational advancement of individuals with disabilities by carrying on research in the use of educational media for individuals with disabilities; producing and distributing educational media for the instruction of individuals with disabilities, their parents, their actual or potential employers, and other individuals directly involved in work for the advancement of individuals with disabilities; training individuals in the use of educational media for instruction of individuals with disabilities; and utilizing educational media to help eliminate illiteracy among individuals with disabilities. The second objective is to promote the general welfare of deaf and hard-of-hearing individuals by bringing to those individuals an understanding and appreciation of films, videos, and television programs that play an important part in the general and cultural advancement of hearing individuals. Finally, this program aims to promote the general welfare of visually impaired individuals by bringing an understanding and appreciation of textbooks, films, television programs, video materials, and other educational publications and materials that play an important part in the general and cultural advancement of visually unimpaired individuals, and ensuring access to television programming and other video material.

Program Activities:

Technology Development

Steppingstones of Technology Innovation for Students with Disabilities

(84.327A; \$2,984,993; 11 new grants).

The purpose of this priority is to support projects that conduct work in one of the following three phases: (1) development, (2) research and evaluation, or (3) implementation and validation on a technology-based approach for achieving one or more of the following purposes: (1) improving literacy for students with disabilities; (2) improving access to and participation in the general curriculum for students with disabilities; and (3) improving accountability and participation in educational reform for students with disabilities.

Automated Functions, Falls Church, VA will design, develop, and test custom software to enable visually impaired students to independently perform scientific calculations, enter and edit math equations, and perform interactive graph analysis. ***Research and Development Institute, Sycamore, IL*** will provide blind junior high and high school students with a software tutorial to learn the Nemeth Code of Braille mathematics notation. ***The Washington Research Institute, Seattle, WA*** is developing a series of computer-based, independent instructional modules to teach mathematical operations and topics visually and conceptually to students with learning disabilities. Students and teachers will be able to access and play brief computer graphic animations of basic computational operations and key math concepts. The operations and topics covered will be drawn from the current literature on elementary and middle school mathematics and cross referenced with the instructional intervention literature in special education.

Using Research to Help Children Learn to Read

(84.327B; \$500,000; 1 new grant).

The purpose of this priority is to demonstrate the use of existing publicly funded telecommunications systems to provide the public, families, and teachers with research-based information on early diagnosis of, intervention for, and effective strategies for teaching reading to young children with disabilities who demonstrate difficulties learning to read. For the purposes of this priority, the term "young" refers to children

through grade four. *The Greater Washington Educational Telecommunications Association, Inc. (GWETA)* was the recipient of this grant.

Technology, Educational Media, and Materials Research Projects That Promote Literacy

(84.180G; \$1,504,094; 8 continuation grants).

The purpose of this priority is to provide support for research that examines how advancing the availability, quality, use, and effectiveness of technology, educational media, and materials promotes literacy among individuals with disabilities. As examples, the *Hawaii University Affiliated Program, Manoa, HI* project will explore the effects of individual video feedforward on literacy outcomes for children in a tutored reading program. *Michigan State University, East Lansing, MI* plans to collaborate with teachers on development, implementation, and evaluation of a curricular approach that uses multimedia technology to teach literacy skills as well as comprehension and composition strategies to elementary students with mild disabilities. And the *Institute for Disabilities Research and Training, Silver Spring, MD* will explore the ability of viewers to read, understand, and retain the material presented in captioned television programming.

Technology, Educational Media, and Materials Projects That Create Innovative Tools for Students with Disabilities

(84.180T; \$1,744,189; 9 continuation grants).

The intent of this priority is to develop projects that design or adapt technology, assistive technology, educational media, and/or materials to improve the education of children and youth with disabilities. Some examples of ongoing projects include *Lamar University, Beaumont, TX* where a multimedia approach is intended to build overall mathematics skills and, specifically, problem solving strategies for students with deafness or whose first language is not English. The purpose of Project Connect at the *University of South Carolina, Columbia, SC* is to establish a rural consultation model that will provide resource information for teachers, parents, and students with special needs, and direct access to experts. Desktop interactive video technology will be used to demonstrate a cost-effective approach to providing needed consultation to rural areas served by National Science Foundation designated hub schools. And the *Education Development Center, Inc., Newton, MA* will redesign an existing software program, Search Organizer, into Re:Search Organizer to help students with cognitive, sensory, and orthopedic impairments to develop inquiry and research skills within the context of the middle school curriculum.

Collaborative Research on Technology, Media, and Materials for Children and Youth with Disabilities

(84.180U; \$1,212,824; 4 continuation grants).

The purpose of the grants funded under this competition is to engage in collaborative research as a means to reduce the gap between research and practice, and to understand how educational settings integrate professional development, policies, and use of technology to achieve better outcomes for children and youth with disabilities. As an example of projects funded, the *Rochester Institute of Technology, Rochester, NY* plans to develop knowledge, procedures, and guidelines for effectively implementing the C-print system (a real time speech-to-print transcription system) as a support service for deaf and hard of hearing high school and college students. Another example is at the *University of Oregon, Eugene, OR* which plans to evaluate the effects of a policy that involves close monitoring of student performance data, comparison of local results with results from comparable students in research studies, and making necessary modifications in professional development during local technology, media and materials (TMM) implementation to reach target goals.

Center to Link School Districts with Information and Support on the Use of Technology, Educational Media, and Materials

(\$619,425; 1 continuation contract).

The *Education Development Center, Newton, MA* is establishing a Center to improve educational outcomes for students with disabilities by linking urban school districts to available and relevant information and support on the effective use of technology. The goal is to enable districts to (1) identify their needs and make plans based on those needs; (2) have access to information and support that is closely aligned with their needs and plans; and (3) develop the capacity to monitor, document, and evaluate the outcomes.

The Family Center on Technology and Disability

(\$348,649; 1 continuation contract).

The center, which is located at the *United Cerebral Palsy Associations, Washington, D.C.*, helps other programs and organizations to provide information and support about available technology to families of children with disabilities. It assesses needs and resources, forms a broad-based network, collects, develops, and disseminates materials, and participates in meetings and events.

National Center to Improve the Tools of Educators (NCITE)

(\$595,912; 1 continuation contract).

The center works with publishers, governmental agencies, professional organizations, and others to improve the quality of technology, educational media, and materials for use with students with disabilities. It synthesizes research, evaluates materials, assists in developing curriculum frameworks, and advises on policy and other activities relevant to its purpose. The center is located at the *University of Oregon, Eugene, OR*.

Small Business Innovative Research (SBIR)

(\$2,109,382; funded in conjunction with other IDEA programs and programs authorized under the Vocational Rehabilitation Act).

The Department of Education participates in the Small Business Innovative Research (SBIR) program authorized by the Small Business Innovation Development Act of 1982. Under this program a specified percentage of the Department's research and development funds must be awarded through special competitions to profit-making small businesses. Programs administered by the Office of Special Education and Rehabilitation are major sources of funding in the Department for SBIR awards. The following are examples of the 30 research projects which OSERS supported under this program in fiscal year 1998.

Dancing Dots Braille Music Technology, Upper Darby, PA will develop a new module for GOODFEEL which will be capable of interpreting files in Score format by extracting all musical data relevant to producing a Braille score and passing them on to GOODFEEL's existing formatting functions. *Applied Sciences Laboratory, Inc., Albuquerque, NM* will develop a capability for computers to recognize partially structured speech as spoken by an instructor in a classroom, and will present the recognized speech to students in the classroom in real time. The *American Research Corporation of Virginia, Radford, VA* will develop and evaluate interactive multimedia for diffusion of job matching and searching strategies to adolescents with disabilities in grades 9-12.

Technology, Education Media, and Materials Technical Support

(\$114,004; 1 continuation contract).

The purpose of this contract is to: 1) promote and evaluate the agenda for the technology, educational media, and materials program; and 2) communicate the findings from projects to improve practice, programs, and

policies as a means to achieve better outcomes for children with disabilities. The contractor is *Chesapeake Institute, Washington, D.C.*

Captioning and Media Services

Technology and Media Services for Individuals with Disabilities- Closed Captioned Educational Programming

(84.327E; \$747,995; 6 new grants).

This priority continues and expands the closed captioning of widely available commercial free educational and instructional programming which is suitable for classroom use and is shown on national broadcast, the Direct Broadcast Satellite, or basic cable television networks. *VITAC Corporation, Canonsburg, PA* will provide captioning for WAM!, America's Kids Network, which features such programs as *Kid's Planet Video*, *Mathematical Eye*, and *Scientific Eye*. VITAC will also caption programs for UPTV/WGN and KCET. *CaptionMax, Inc., Minneapolis, MN* has two grants: one to provide for children's educational programming on the History Channel Classroom and one for the A&E Classroom, which will feature such programming as *Secrets of the Rosetta Stone*, *The Star Spangled Banner*, *Biography for Kids- Rosa Parks*, and *Uncommon Americans*. *The National Captioning Institute, Vienna, VA* proposes to caption children's educational programming for the Noggin Channel, a newly formed 24-hour noncommercial educational cable channel which is a joint venture between the Children's Television Network (CTW) and Nickelodeon.

Captioned Films and Videos Distribution System

(84.327N; \$1,349,989; 1 new cooperative agreement).

This competition supports one cooperative agreement to operate a distribution system of captioned films and videos that provides deaf and hard of hearing individuals with access to educational and general interest media on a free-loan basis. *The National Association of the Deaf, Silver Spring, MD* will use a delivery system based on planning, monitoring, and control to provide guidance, effective communication, and clear direction to depository managers; make management decisions and operational changes based on facts and valid data; provide users with superior products

Technology and Media Services for Individuals with Disabilities-Closed Captioned Daytime Television

(84.327S; \$1,382,813; 4 new grants).

This priority continues and expands closed captioning of a variety of daytime programs which receive little private sector support. *Media Captioning Services, San Diego, CA* will provide stenographic real time and live display captioning services on the daytime news programming for CNN (Cable News Network) and for the Fox News Channel. *The WGBH Educational Foundation, Boston, MA* will ensure a wide selection of programming from syndication and 11 cable networks to include Bravo, The Discovery Channel, The Learning Channel, and The Travel Channel. *VITAC Corporation, Inc., Canonsburg, PA* will provide continued and expanded captioning for daytime dramas for NBC and CBS, Discovery Channel programming such as *Home Matters* and *Men in Tool Belts*, and programs for Lifetime Television.

Closed-Captioned Sports Programs

(84.026A; \$658,772; 5 continuation cooperative agreements).

This priority supports projects designed to continue and expand closed captioning of major national sports programs shown on national commercial broadcast or basic cable television networks. Captioning provides a visual representation of the audio portion of the programming and enables individuals who are deaf or hard of hearing to participate in the shared social and cultural experiences of national sporting events. The five funded projects, two from *VITAC Corporation, Inc., Canonsburg, PA* and one each from *The National Captioning Institute, Fairfax, VA*, *Media Captioning Services, Carlsbad CA*, and *Real Time Captioning, Inc., Van Nuys, CA* provide closed-captioning of televised playoff and championship games and continue to provide expanded access to sporting events on major broadcast networks (ABC, CBS, NBC, FOX), basic cable, and satellite feeds.

Research on Educational Captioning

(84.026R; \$239,845; 2 continuation grants).

This priority supports research on captioning of educational media and materials. Research can be based on the instructional use of captioning or the use of captioning as a language development tool for enhancing the reading and literacy skills of individuals who are deaf and hard of hearing. Media and technologies explored or used by projects funded under this priority may include, but are not limited to (1) television--including high-definition television, (2) videos, and (3) other media and multimedia technologies such as interactive videodiscs and CD-ROMs. Two projects were funded under this priority: the *Institute for Disabilities Research and Training, Silver Spring, MD* is conducting two studies addressing the following questions: (a) What rapid eye movement strategies do people use in reading captioned television? (b) How do these strategies vary with different people and different types of material? Can people be taught to use more efficient eye movement strategies when reading captioned television? The project at *Utah State University, Logan, UT* will be looking at ways to make multimedia materials more accessible by adapting captioning standards for digital technologies.

Closed-Captioned Television Programs

(84.026U; \$6,286,325; 15 continuation cooperative agreements).

This priority supports projects that provide closed-captioning of television programs in several areas, such as national news and public information programming; syndicated television programming; children's programs; and television movies, mini-series, or other special programs. Grantees under this priority include *WGBH Educational Foundation, National Captioning Institute, Inc., Media Captioning Services, VITAC, Rapid Text*, and *Caption Max*.

Technology and Media Services for Individuals with Disabilities-Video Description Projects

(84.327C; \$699,890; 2 new grants).

This priority supports the description of diverse national television programming in order to enhance shared educational, social, and cultural experiences of persons who are visually impaired. *WGBH Educational Foundation, Boston, MA* will provide television description for certain programs on the Encore Network, Turner Classic Movies, and the USA Network. *Narrative Television Network, Tulsa, OK* will produce 300 hours of accessible programming per year made from the widest selection of movies as well as network and syndicated television programming. It will also be able to expand its service through a new relationship with the Family Channel.

Video Description

(84.026C; \$799,348; 4 continuation cooperative agreements).

This priority supports projects that provide video description in two areas: (a) broadcast and cable television programs; and (b) home video. The purpose of the activity is to describe television programs and videos in order to make them more accessible to children and adults with visual impairments; and thereby, enhance their shared educational, social, and cultural experiences. The project at *Narrative Television Network, Tulsa, OK* is undertaking a three-year project to continue providing blind and visually impaired children and adults with described syndicated television and movie programming. The *WGBH Educational Foundation, Boston, MA* project will continue to make educational programs and movies on home video accessible to people who are blind or visually impaired, as well as public, cable, and commercial children's television programs.

Recorded Audio Cassettes for Visually and Print Disabled Students

(327K; \$4,500,000; 1 new grant).

Recordings for the Blind and Dyslexic, Inc., Princeton, NJ, will record, produce, duplicate, and distribute four-track cassette versions of textbooks and other educational reading materials for students who are visually and print disabled.

Technology and Media Services for Individuals with Disabilities- Recordings for the Blind

(84.327R; \$1,500,000; 1 new cooperative agreement).

Recordings for the Blind and Dyslexic, Inc., Princeton, NJ, will handle requests for educational materials from students who are visually or print disabled at all educational levels. It will coordinate and collaborate with publishers, software developers, other manufacturers of accessible materials for individuals who are visually impaired or otherwise print disabled, disability and educational organizations, and government agencies to ensure effective coordination and nonduplication of its efforts in the production of these materials. The project will use new technology, such as electronic text or digital audio synchronization, to produce and distribute the materials in accessible formats that meet and exceed demands; and make consumers an integral part of the improvement process.

Cultural Experiences for Deaf or Hard of Hearing Individuals

(84.327T; \$529,429; 5 new grants)

This priority supports projects that provide cultural experiences to enrich the lives of deaf and hard of hearing individuals through the use of an integrated approach that mixes children, youth, and adults who are deaf and hard of hearing with those who can hear while conducting cultural experiences that will increase public awareness and understanding of deafness and other hearing impairments of the artistic and intellectual achievements of deaf and hard of hearing individuals. *The Bethesda Academy of Performing Arts Deaf Access Program* will, in its "DREAMS TO SIGN" program, reflect qualities appropriate for wider dissemination through upgrading the production values of current productions by its teen companies, produce videos of the performances and a documentary of the rehearsal process through a partnership with Stage II Communications, create an original play to be performed by an integrated professional adult company which will travel to schools and community venues on a year round basis building public awareness by showcasing the artistic and intellectual achievements of deaf individuals, disseminating information through a partnership with CableTV/Montgomery and Sprint/Maryland Relay, and providing quantitative data on the growth of public awareness as a result of this initiative by designing evaluation tools to test public reaction in three settings through a partnership with NOVA Research Company. *The Cleveland Signstage Theatre* (formerly Fairmount Theatre of the Deaf) will continue its "Instant Theater" Residency Project through encouraging

joint participation by individuals who are deaf or hard of hearing, youths or adults, in the production and presentation of theater performances in high schools and community theaters. The primary purpose of the ***Deaf West Theatre Co., Inc.*** is to provide deaf and hard of hearing audiences of all ages a cultural home to discover their talent, cultivate their skills, develop self-esteem and cultural pride through role models, training, and employment, to explore current issues, and to perpetuate deaf culture through a minimum of two professionally produced plays per year, a series of twelve-week drama workshops to be conducted in schools throughout Southern California, and the provision of theater education and drama experiences for children enrolled in target schools in Southern California.

Solicitation, Screening, Evaluation, Procurement, and Captioning of Educational and Special Interest Videos

(84.026D; \$1,983,883; 1 continuation cooperative agreement)

The purpose of the project awarded to the ***National Association of the Deaf, Silver Spring, MD*** is to screen, evaluate, caption, and make available educational videos, including classics and special interest titles, for use by students, their parents, and other individuals who are deaf or hard-of-hearing, as well as other individuals directly involved in activities promoting the advancement of individuals who are deaf and hard of hearing. The intent is to ensure that students and other individuals with hearing impairments benefit from the same educational experiences as students and other individuals without a hearing impairment.

National Theater of the Deaf

(84.026E; \$800,000; 1 continuation cooperative agreement).

The purpose of the National Theater of the Deaf, Inc. (NTD), Chester, CT is to support a five-week professional training school for actors with hearing impairments, who in turn, conduct national tours before a wide variety of audiences, providing role models for many children with disabilities. NTD has developed a unique approach to theatrical adaptation. The sophisticated art form represented by this legitimate theater has proven that talent and skill need not be diminished by such a disability as hearing impairments, and that producers, actors, and technicians with disabilities can hold their own in professional theater. Several actors have been awarded the highest honors for outstanding performances and contributions to the entertainment industry. This recognition has provided the public with a positive view of the talent and potential of persons with disabilities. In addition to annual national tours, NTD performs for a variety of organizations, provides theater arts instruction to school programs, conducts summer school sessions, and works with other persons with disabilities to provide them with training in theater arts.